DOCUMENT RESUME

ED 089 549 FL 004 879

AUTHOR Hodge, Carlton
TITLE Spoken Serbo-Croatian: Book One.
INSTITUTION American Council of Learned Societies, New York, N.Y.; Linguistic Society of America, Washington, D.C.; Spoken Language Services, Inc., Ithaca, N.Y.
PUB DATE 72
NOTE 275p.
AVAILABLE FROM Spoken Language Services; Inc., P. O. Box 783, Ithaca, N. Y. 14850 ($7.00; records, $55.50)

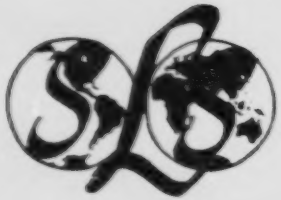
EDRS PRICE MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS Conversational Language Courses; Cultural Education; *Independent Study; *Language Instruction; Language Skills; Modern Languages; *Serbocroatian; *Slavic Languages; *Textbooks

ABSTRACT

This course in spoken Serbo-Croatian is intended for use in introductory conversational classes. Book I in the two-volume series is divided into two major parts, each containing five learning units and one unit devoted to review. Each unit contains sections including (1) basic sentences, (2) word study and review of basic sentences, (3) listening comprehension, and (4) conversation exercises. The lessons, based on cultural experiences commonly shared by Yugoslavians, are structured for independent study. A key to exercises and tests is included. For the companion document, see FL 004 865. (RL)

ED 089549

FL004 879



U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Carlton Hodge

SPOKEN SERBO-CROATIAN

Book One

Spoken Language Services, Inc.

This is one of a series of self-teaching textbooks in more than thirty languages prepared under the aegis of the American Council of Learned Societies and the Linguistic Society of America. There are four hours of recordings keyed to the printed text.

© Linguistic Society of America 1945
© Spoken Language Services, Inc. 1972

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY
Spoken Language Services, Inc.
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

Published by

Spoken Language Services, Inc.
P. O. Box 783
Ithaca, New York 14850

No part of the material covered by these copyrights may be reproduced in any form without written permission of the publisher.

INTRODUCTION

1. This course in spoken Serbo-Croatian is designed as a general introduction to the Serbo-Croatian language. It contains all the essential grammatical materials for learning to speak everyday Serbo-Croatian, and its vocabulary, though small, is built around a number of the most useful common situations and current topics. It is based on the principle that you must *hear* a language if you are to understand it when spoken, and that you must practice *speaking* it in order to master its sounds and its forms.

A teacher will often not be available for those for whom this book is written, so the course has been made as nearly self-teaching as possible. This manual covers the course completely and requires the use of no other reference material.

2. The Serbo-Croatian language is spoken by about 11 million people in Jugoslavia. There are also a considerable number of Serbo-Croatian speakers in the adjoining countries of Italy, Austria, Hungary, and Rumania, and in nearby Czechoslovakia. To these we may add approximately 150,000 Serbs and Croats in the United States.

Variations in language are perfectly natural and are found in every language in the world. So do not be surprised if no two Serbo-Croatian speakers whom you meet seem to talk in exactly the same way. All the Serbo-Croatian speakers you meet in Jugoslavia will understand the kind of Serbo-Croatian presented in this manual, and a great many of them, especially in the larger towns and cities and among the fairly well educated will speak it exactly as you find it here. The people in the country areas and some of the people in the cities will often, however, speak a slightly different kind of Serbo-Croatian. If the pronunciation you hear is not quite like what is given to you in this manual or what you hear in this course, *imitate the person with whom you are speaking*. Likewise, do not hesitate to use the gestures which you see, for they are part of the language. Imitate them if you can.

3. A Native Speaker and This Manual are used in this course to help you in learning to speak Serbo-Croatian. The two must be used together. Neither is of any value without the other.

This manual has been so organized that it can be used to study by yourself or in a group. If you work in a group and have no regular teacher, choose one of the group to act as *Group Leader*.

4. A Native Speaker is the only good source of first-hand knowledge of the pronunciation and usage of any language. The method used in this manual requires the presence of a native speaker of Serbo-Croatian, preferably a person who can be on hand throughout the course, or next best the voice of a native speaker recorded on the phonograph records which are supplied with this manual. The native speaker is referred to as the *Guide*. The Guide's job is to act as a model for you to imitate, and as a check on your pronunciation and usage. It is not his business to be a "teacher" or to "explain" the language to you. *That* is the function of this manual. The Guide should be, if possible, a person who speaks more or less the type of Serbo-Croatian found in this manual, but he should speak it naturally and without affectation. He should be neither over-educated nor too uncultured.

5. This Manual is divided into five major parts, each containing five *learning* units and one unit devoted to *review*. Each unit contains several *sections*, usually the following:

A. Basic Sentences (with Hints on Pronunciation, in Parts I and II, Hints on Spelling, in Part II, and Pronunciation Drill, in Parts III, IV, and V)
B. Word Study
C. Review of Basic Sentences
D. Listening In
E. Conversation
F. Conversation (Cont.)

These six sections are followed in each learning unit by a *Finder List* containing all the new words in the particular unit. At the end of the manual are included a summary of all word study material as well as supplementary word lists for Units 13 through 30. All the words in the manual are included in two complete vocabularies, Serbo-Croatian-English and English-Serbo-Croatian.

6. The Basic Sentences in each unit are arranged so as to give you a number of new words and a number of new ways of saying things, first broken up into words or short phrases and then combined in complete sentences.

7. The Aids to Listening which are given throughout the course present a more exact version of the usual Croatian spelling, which is designed to help you in remembering the Serbo-Croatian words *as they sound*. It serves as an introduction to the ordinary spelling, which does not mark several important sound features.

8. The Hints on Pronunciation are given to help you improve your speech in Serbo-Croatian. No language has sounds exactly like those of any other, and in Serbo-Croatian you will find some sounds English does not have at all, and others which are somewhat but not exactly like English sounds. As you go through the Basic Sentences try to hear and imitate more precisely the sounds described for you in these hints.

9. Pronunciation is Important for a number of reasons: if you expect to be understood when you speak a foreign language, you will have to pronounce it more or less the way the people are used to hearing it. Furthermore, the nearer you get to pronouncing the precise sounds, the easier it will be for your ear to catch the sound as spoken by a native, and the more rapidly you will pick up new words and phrases and make progress in learning the language.

10. The Native Speaker Is Always Right. At times this manual or the phonograph records may show one pronunciation and the particular native speaker who acts as your Guide will pronounce something a little different. Always imitate the pronunciation of your Guide rather than that of the phonograph records or of the *Aids to Listening*.

11. The Word Study sections show you certain uses and combinations of words and phrases studied up to that point; you are taught how to take apart the words and phrases which you have heard and how to make new words and phrases on the same model.

12. The Listening In section gives you a number of conversations, anecdotes, or stories, which use the vocabulary and constructions you have learned in each unit and in all those preceding. Its purpose is to give you practice in listening to and understanding the foreign language as you might overhear it in normal conversations among Serbo-Croatian-speaking people, and to furnish you with models for your own conversation practice.

13. The Conversation Practice represents the central aim of the course. Situations will be outlined which will give you the setting for your conversations. Here you will be able to make use of all the material that you have learned up to this point.

14. In Speaking Serbo-Croatian you should *not* first figure out what you want to say in English and then translate it into Serbo-Croatian, word for word. You should apply, instead, the words and expressions you already know to the given situation. If you cannot immediately rattle off a word or expression to fit a particular situation, go on to another, or ask a question, but under no circumstances attempt to compose long and complicated sentences. As soon as you do, you lapse into English speech habits and stop learning Serbo-Croatian and Serbo-Croatian speech habits.

When people speak to you, they will often use words and expressions you do not know. If you can't guess their meaning, try to find out by asking questions in Serbo-Croatian, or by asking them to repeat slowly, or to explain in simpler terms. If you do this you will constantly learn more and will practice the Serbo-Croatian you already know in the process.

Your learning of Serbo-Croatian will not stop, therefore, when you have mastered this material. You will,

rather, be able to get around among the people, practice what you know, and steadily pick up more and more words and phrases. Try to learn them as you go. Carry along a notebook to jot down what you want to remember; you can then review this new material from time to time.

You should not wait until you have finished this manual before you start using the language. Start practicing right away. When you have done the first unit, try out the expressions on as many people as possible. When you try out your Serbo-Croatian, even at this early stage, make it slide off your tongue as smoothly as possible. Be careful not to slip back into a careless English-like pronunciation. Listen closely to what the person says in response, trying to catch as much as you can. The first few times it may be hard to catch even the words you know, but you will improve rapidly if you keep on practicing every chance you get.

CONTENTS

PART ONE

UNIT		Page
1.	GETTING AROUND. Useful Words and Phrases. Comment on the *Aids to Listening*. Pronunciation practices for *i, e, u, o, a*.	1
2.	MEETING PEOPLE. Pronunciation practices on Serbo-Croatian accents and *lj, nj*. Present tense of verbs. Prepositions.	28
3.	WHAT'S YOUR TRADE? Pronunciation practices on *h* and consonant groups. Pronouns. Nouns. Nominative case. Questions in Serbo-Croatian.	52
4.	SEEING THE SIGHTS. Pronunciation practices on *dj* and review of vowel sounds. More noun case forms (Dative, Genitive, Instrumental, Vocative). Verb forms in *-ti*. The word *da*. The reflexive *se*.	76
5.	LET'S TALK ABOUT THE WEATHER. Pronunciation practices on *pš, sv, v, dj* and *dž*. List of Serbo-Croatian unit sounds. Neuter nouns. Genitive case (use). Pronouns—more case forms. Verbs—present tense forms for 'they'; future construction, perfective and imperfective.	98
6.	REVIEW.	121

PART TWO

UNIT		Page
7.	A PLACE TO LIVE. The Cyrillic alphabet. Pronunciation practices for proclitics and words with recessive accent. Use of Accusative case. Noun plurals. Adjectives. Pronoun *tə̀o*. Verb *l*-forms (past, 'would' forms). Enclitics. Verb 'to be', long forms.	131
8.	FILL 'ER UP. Pronunciation practice on *t*, *d*. Pronominal adjectives. Special nouns. Noun *-ii* ending. Listing nouns. Use of Genitive case. The word *evo*.	159
9.	LET'S EAT. Pronunciation practices on vowels plus *j*, and on *lj*. Use of prepositions. *a*- verbs; *i*- verbs; special verbs; *ɬći* verbs. Words for 'thank you', etc.	178
10.	SHOPPING. Numerals. Pronunciation practices on *r*, *ć*, *č*. Noun—Dative and Instrumental plural forms; moveable *a*, extended plurals. Familiar forms of the pronoun. More adjective forms. Familiar forms of the verb. Verb *biti*—negative forms, review.	202
11.	AT THE POST OFFICE. Feminine *-i* nouns. Feminine *-a* nouns, Dative and Instrumental plural forms. Neuter Nominative plural. Review of noun forms. Use of numerals 2-4. Adjective forms, new and old. Review of pronominal adjectives. Use of cases.	226
12.	REVIEW.	249

PART ONE

UNIT 1

GETTING AROUND

To the Group Leader: Each *Unit* of this course is divided into *six sections*. It is suggested that the group spend not less than fifty minutes on each Section.

Before you get the group together to work on this first unit, read carefully the following material up to the heading *Useful Words and Phrases* on page 3. When the group meets, read the material aloud to them or have some other member of the group do the reading. The students will follow the reading with their books open. Be sure that your Guide, or the phonograph and records, are ready before the Group meets for work on *Section* A. See that the Guide is supplied with a copy of the manual *Uputa za Upravljača*, which tells him just what he is to do and gives him the Serbo-Croatian he is to speak to the group. You yourself should consult the back of the Guide's Manual for further instructions.

You should look through all of the sections of the unit, reading the directions carefully, so that you will have in mind the general plan of the work. Always get clearly in mind the directions for a section before you take that section up in group meeting.

This unit gives you the most immediate and necessary expressions that you will need in meeting people, asking your way, buying things, and counting. The amount of learning and memorizing required for the first unit is considerably greater than that for any later unit. You are given such a large dose at the start because this unit is meant to be a kind of "language first aid" which gives you enough useful expressions to enable you to make ordinary wants known and to carry on a simple conversation in Serbo-Croatian from the very start.

Many of these words and phrases are similar to those on the phonograph records for the Serbo-Croatian Language Guide (Introductory Series) (TM 30–346). If you have worked with these records, the present unit will serve as a review.

SECTION A—USEFUL WORDS AND PHRASES

In the list of *Useful Words and Phrases* which follows, the English equivalent of these words and phrases is given at the left of the page. In the middle column are the *Aids to Listening* which will help you in getting the sounds. In the third column is the Serbian (Cyrillic) spelling, to which you are to pay no attention now, but to which you will return later. The *Group Leader* will first read the *English Equivalent* and pause for

the *Guide* to speak the Serbo-Croatian. Every member of the group then repeats after the Guide. The Guide will then say the Serbo-Croatian a second time and everybody will repeat after him as before. The Group Leader will then read the next English Equivalent and the Guide and group will follow the same procedure.

If no Guide is available, the phonograph records provided for the course should be used. When the group is ready, the Group Leader will begin playing the appropriate record and the group will repeat right after the Serbo-Croatian speaker during the silences in the record. The phonograph records can be used with profit even in cases in which a Guide is available because they can be heard between meetings of the group, whenever it is convenient to you; they furnish additional practice in hearing Serbo-Croatian; you may listen only to those portions which you have found difficult; and the records may be played as often as you wish. In case the speaker on the record has a Serbo-Croatian pronunciation different from that of your Guide, use the records only for listening and understanding and not for imitating.

Whether you are working with a Guide or with the phonograph records, you must repeat each Serbo-Croatian word and phrase in a loud, clear voice, trying at all times to imitate the pronunciation as closely as you can. Mimic everything, even the Guide's gestures and the tone of his voice. Keep constantly in mind the meaning of the Serbo-Croatian you are about to hear, glancing at the English equivalent whenever you need to remind yourself. When you are hearing the Serbo-Croatian, keep your eyes on the *Aids to Listening*. But whenever the written form seems to you to differ from the spoken sound, follow the spoken sound always.

In the first five units do not attempt under any circumstances to pronounce the Serbo-Croatian before you have heard it. You will only make trouble for yourself if you try to guess the pronunciation by "reading" the *Aids to Listening*.

If you are working with a Guide who does not understand English, ask the Group Leader to demonstrate for you what hand signals to use to let the Guide know when you want him to read more slowly or repeat.

To the Group Leader: If the Guide does not speak English, he is instructed to follow these hand signals:

1. Index finger raised: BEGIN
2. Hand raised, palm toward the Guide: STOP
3. Palm down, hand moved slowly in semi-circle: SLOWER
4. Beckoning with index finger: REPEAT
5. Hand held palm up and moved quickly up and down: LOUDER

Remember that each phrase you say has a real meaning in Serbo-Croatian and so you should always act as though you were really saying something to

someone else. You will learn fastest if, when your book is open, you follow these steps:

1. Keep your eyes on the *Aids to Listening* as you listen to the Serbo-Croatian being spoken.
2. Repeat immediately what you have heard.
3. Keep in mind the meaning of what you are saying.

Begin the words and phrases as soon as your Guide is ready or when the Group Leader is ready to play the first phonograph record.

To the Group Leader: Give the members of the group a chance to ask questions about the instructions. Make sure that everyone understands just what he is to do. Then have the students go through the list of *Useful Words and Phrases* once with books open, repeating in unison after the Guide. Following this first practice, read with the group the *Comment on the Aids to Listening* on page 6. Make sure that everyone understands it.

Now go through the list a second time, just as you did before. And finally, go through it a third time, but let the students take turns repeating individually after the Guide—a sentence to a student. Indicate the order in which the repetitions are to go, who is first, who next, and so on. Continue this individual repetition as long as the 50 minute period permits. Then, just before dismissing the group, read with them the paragraph headed *Check Yourself* on page 7.

Here are some hints that will help make the work of the group more effective:

1. Insist that everyone speak up. Don't allow any mumbling! Each member of the group must be able to hear what is being said at all times.
2. Indicate to the Guide that he is to repeat whenever the pronunciation is bad and to keep on repeating until he gets a pronunciation that sounds like Serbo-Croatian.
3. Urge everyone to mimic to the limit every sound, every inflection, even the mannerisms of the Guide.
4. Keep the work moving. Don't let it drag at any time. See that everyone is listening, not only to the Guide, but to himself and to the others as they repeat after the Guide.
5. Go through all the work yourself. Repeat with the others and take your turn at the individual repetitions.

1. Useful Words and Phrases

Here is a list of useful words and phrases you will need in Serbo-Croatian. Pay especial attention to the difference between long and short vowel sounds.

NOTE: Occasionally you will find words in the English enclosed in brackets [ ] or parentheses ( ). Words in brackets are not in the Serbo-Croatian if it is literally translated but must be supplied in the English to give you a correct equivalent. Words in parentheses are expressed in the Serbo-Croatian but not in a good English equivalent. Both brackets and parentheses are used sparingly as you usually get a literal translation in the 'build-up' and then what you would say in a similar situation in English is given as the equivalent of the sentence itself.

ENGLISH EQUIVALENT	AIDS TO LISTENING	CONVENTIONAL CYRILLIC SPELLING
Record 1A, beginning.		
Hello!	*zdrà-vo!*[1]	Здраво![1]
	or: *dò-bar dàan!*[1]	Добар дан![2]
Good morning!	*dò-bro jù-tro!*	Добро јутро!
Good evening!	*dò-bro vè-čeer!*	Добро вечер!
Good-bye!	*zbò-gom!*	Збогом!
Good night!	*là-ku nòoć!*	Лаку ноћ!
how	*kà-ko*	како
you	*vȉ*	ви
How [are] you?	*Kà-ko vȉ?*	Како ви?
thanks	*hvaá-la*	хвала
I	*jàa*	ја
am	*sam*	сам
well	*dò-bro*	добро
Thanks, I'm fine.	*Hvaá-la, jàa sam dò-bro.*	Хвала, ја сам добро.
Please *or* you're welcome!	*Mò-liim!*	Молим!
Excuse me!	*I-zvì-ni-te!*	Извините!
Yes.	*Jè-ste.*	Јесте.
No *or* not.	*Nè.*	Не.

[1]When greeting a friend. [2]Literally 'good day!'

do you understand?	*ra-zù-mi-je-te (ra-zù-mee-te) li?*	разумијете (разумете) ли
me	*mè-ne*	мене
Do you understand me?	*Ra-zù-mi-je-te (ra-zù-mee-te) li vi mè-ne?*	Разумијете (разумете) ли ви мене?
I understand	*ra-zù-mi-jem (ra-zù-meem)*	разумијем (разумем)
you	*vàas*	вас
I don't understand you.	*Jà vàas ne ra-zù-mi-jem (ra-zù-meem).*	Ја вас не разумијем (разумем).
I understand you.	*Jà vàas ra-zù-mi-jem (ra-zù-meem).*	Ја вас разумијем (разумем).
what	*štà*	шта
you are	*ste*	сте
having said	*kà-za-li*	казали
What did you say?	*Štà ste vi kà-za-li?*	Шта сте ви казали?
I beg you	*mò-liim vas*	молим вас
speak!	*go-vò-ri-te!*	говорите!
so fast	*tà-ko brŕ-zo*	тако брзо
Please don't speak so fast.	*Mò-liim vas, ne go-vò-ri-te tà-ko brŕ-zo.*	Молим вас, не говорите тако брзо
do you speak?	*gò-vo-rii-te li vi?*	говорите ли ви?
English	*èn-glee-ski*	енглески
Do you speak English?	*Gò-vo-rii-te li vi èn-glee-ski?*	Говорите ли ви енглески?
Sir *or* Mr.	*Go-spò-din.*	Господин.
Madam *or* Mrs.	*Gò-spo-dja.*	Госпођа.
Miss	*Gò-spo-dji-ca.*	Госпођица.

After you have gone through these *Useful Words and Phrases* once read the following:

2. Comment on the Aids to Listening

Serbo-Croatian is written in two different alphabets, the Cyrillic and the Latin. The Cyrillic alphabet, used by the Serbs, is basically the same as the Russian one and is printed in the right hand column. Pay no attention to it now. The Latin alphabet used by the Croats, has nearly the same letters as English and is used in the middle column (*Aids to Listening*), with some modifications. Those letters which are different from those in English or which are the same but with different pronunciations will be explained in the *Hints on Pronunciation*. To make this alphabet a better picture of what you are listening to, we have introduced several helps.

The first of these is the use of accent marks: ` and ´. These show you which part of the word, or which words, you are to emphasize or stress. For example, if we wanted to show where to put the accent in English, we could write: *good mórning, how are you?* and *fine, thánks, and hów are yóu?* Notice that some words (like English *are* in the above examples or Serbo-Croatian *ne* in your *Basic Sentences*) are sometimes stressed or accented and sometimes not. (The difference between ` and ´ will be explained later.) The ordinary Latin and Cyrillic spellings used by the Serbo-Croatians do not use these accent marks, so that you could not tell from them where to put your stress. If you are working with a Guide, you may find that he puts the accent on a different part of the word from that marked in the text. In that case, always follow the Guide's pronunciation. Accents differ in different parts of Jugoslavia, and one pronunciation is just as good as another, as long as it is that of a native speaker.

Another help is the writing of vowels (i, e, u, o, a, r) double when they are long. You probably do not feel the difference between long and short vowels in English, so you must listen carefully to the Serbo-Croatian to catch *and imitate* the distinction. Compare *sad* and *sat* in English. The *a*'s are of the same quality, but the one in *sad* is longer or drawn out. The distinction in English is automatic and relatively unimportant, but this is not the case in Serbo-Croatian. Whether you use a long or short vowel in a Serbo-Croatian word may make a great deal of difference in your being understood. Watch them carefully and imitate the record or Guide as closely as you can. Remember, every double vowel is a long vowel.

There are two main dialects of Serbo-Croatian. Only one of these can be presented here at all adequately, but neither should be neglected. For this reason the other dialect form of the word is put in parentheses after every word where the difference is only a phonetic one. For example you have:

gdjè	*gdè*
žè-ljе-zniž-kaa	*žè-le-zniž-kaa*
ra-zù-mi-jem	*ra-zù-meem*
ra-zù-mi-je-te	*ra-zù-mee-te*

As you see, the differences between the two forms of the words are not great. They are not separate words (such as *faucet* and *spigot* in English, used in different places for the same thing). In fact, there is a very simple rule for the differences between these words. When there are different forms of the same word in the two dialects, one dialect has *je* and the other *e* or the first has *ije* and the other *ee*. They are therefore called the *ije* (or *je*) dialect (*jèkaavski*) and the *e* dialect (*èkaavski*). The *e* dialect form is put in parentheses throughout the *Basic Sentences*, *Listening In* and *Finder Lists*, but only the *ije* dialect is discussed in the *Hints on Pronunciation* or *Word Study* sections. There are also vocabulary differences between the two dialects (that is, words completely different, such as *faucet* and *spigot*).

Now go through the *Useful Words and Phrases* again with your book open, following the same procedure as before. Repeat each word and phrase, immediately after hearing it, in a loud, clear voice. Let yourself go and say the phrases right out.

Go through the *Useful Words and Phrases* once more with your book open, but this time take turns letting each member of your group repeat individually until everybody has taken part. Keep on the alert. If the Guide asks you to repeat, do so with enthusiasm and try to mimic him as best you can until he is satisfied with your pronunciation. When you have satisfied him, you can be sure that you are speaking understandable Serbo-Croatian. Continue this individual repetition as long as time permits. If you are using only the phonograph records, your Leader will see to it that you repeat and that everyone gets the most out of this individual performance.

3. Check Yourself

Did you go through the *Useful Words and Phrases* at least twice in unison and at least once more individually?

Did you repeat each word and phrase in a loud, clear voice immediately after hearing it?

Did you follow the pronunciation you heard even when it was different from that shown in your book?

Did you keep in mind the meaning of each word and phrase as you heard and spoke the Serbo-Croatian?

If you have failed at any point to carry out the instructions, go over the *Useful Words and Phrases* once again as soon as you can, being careful to follow every step in the procedure outlined.

Section B—Useful Words and Phrases (*Cont.*)

Here are other useful words and phrases which you will want to use immediately if you are in a place in which the people speak Serbo-Croatian.

In working with this material, follow the same procedure that you used with the *Useful Words and Phrases* in Section A. After you have gone through the list once, repeating in unison, read the *Hints on Pronunciation* which follow. Then go through the list a second and third time, as in Section A.

1. Useful Words and Phrases (*Cont.*)

Places and Directions

Record 1B, beginning.

where	*gdjè* (*gdè*)	гђе (где)
it is	*je*	је
railroad	*žè-lje-znič-kaa* (*žè-le-znič-kaa*)	жељезничка (железничка)
station	*stà-ni-ca*	станица
Where's the railroad station?	*Gdjè* (*gdè*) *je žè-lje-znič-kaa* (*žè-le-znič-kaa*) *stà-ni-ca?*	Гђе је жељезничка (железничка) станица?
restaurant	*go-sti-ò-ni-ca*	гостионица
Where's the restaurant?	*Gdjè* (*gdè*) *je go-sti-ò-ni-ca?*	Гђе (где) је гостионица?
hotel	*hò-teel*	хотел
Where's the hotel?	*Gdjè* (*gdè*) *je hò-teel?*	Гђе (где) је хотел?
the toilet	*nùž-niik*	нужник
Where's the toilet?	*Gdjè* (*gdè*) *je nùž-niik?*	Гђе (где) је нужник?
Here.	*Oóv-dje* (*oóv-de*).	Овђе (овде).
There.	*Tà-mo.*	Тамо.

Straight ahead.	*Nà-preed.*	Напред.
go!	*i-di-te!*	идите!
to the right	*nà de-sno*	на десно
Go to the right!	*Ì-di-te nà de-sno!*	Идите на десно!
to the left	*nà li-je-vo (lee-vo)*	на лијево (лево)
Go to the left!	*Ì-di-te nà li-je-vo (lee-vo)!*	Идите на лијево (лево)!
	Designation	
that	*tòo*	то
What's that?	*Štà je tòo?*	Шта је то?
is called (*or* named)	*se zò-vee*	се зове
Serbian	*sŕp-ski*	српски
Croatian	*hŕ-vaat-ski*	хрватски
What do you call that in Serbian (*or* Croatian).	*Kà-ko se tòo zò-vee sŕp-ski i-li*[1] *hŕ-vaat-ski?*	Како се то зове српски **или**[1] хрватски?
you want	*žè-lii-te*	желите
What do you want?	*Štà vi žè-lii-te?*	Шта ви желите?
give me	*dàaj-te mi*	дајте ми
(of) cigarettes	*ci-ga-reé-taa*	цигарета
and	*i*	и
(of) matches	*šì-bii-caa*	шибица
Please give me cigarettes and matches.	*Mò-liim vas, dàaj-te mi ci-ga-reé-taa i šì-bii-caa.*	Молим вас, дајте ми цигарета и шибица.

[1]The word 'or' was here translated by the speaker on the records. Use either *sŕp-ski* or *hŕ-vaat-ski*, depending on whether you address a Serb or a Croat.

I want	*žè-liim*	желим
to eat	*jè-sti*	јести
I want to eat	*Žè-liim jè-sti.*	Желим јести.
(of) bread	*hljè-ba (hlè-ba)*	хљеба (хлеба)
(of) meat	*mèe-sa*	меса
(of) potatoes	*krùm-pii-ra*	крумпира
I want bread, meat and potatoes.	*Žè-liim hljè-ba (hlè-ba), mèe-sa i krùm-pii-ra.*	Желим хлеба (хлеба), меса и крумпира.

Record 2A, beginning.

to drink	*pì-ti*	пити
What do you want to drink?	*Štà žè-lii-te pì-ti?*	Шта желите пити?
do you want	*vò-lii-te li vì*	волите ли ви
coffee	*kà-fu*	кафу
or	*i-li*	или
tea	*čàj*	чај
Do you want coffee or tea?	*Vò-lii-te li vì kà-fu i-li čàj?*	Волите ли ви кафу или чај?
glass of water	*čà-šu vò-dee*	чашу воде
of milk	*mli-jè-ka (mleé-ka)*	млијека (млека)
Please give me a glass of water or milk.	*Mò-liim vas, dàaj-te mi čà-šu vò-dee i-li mli-jé-ka (mleé-ka).*	Молим вас, дајте ми чашу воде или млијека (млека).

Price

how much *or* how many	*kȍ-li-ko*	колико
that costs	*tȍo stȍ-jii*	то стоји
How much does that cost?	*Kȍ-li-ko tȍo stȍ-jii?*	Колико то стоји?
ten	*dȅ-set*	десет
(of) dinars	*dȉ-naa-raa*	динара
Ten dinars.	*Dȅ-set dȉ-naa-raa.*	Десет динара.
expensive	*skuú-po*	скупо
That's expensive!	*Tȍo je skuú-po!*	То је скупо!
cheap	*jȅf-ti-no*	јефтино
That's cheap.	*Tȍo je jȅf-ti-no.*	То је јефтино.

Time

What time is it?[1]	*Kȍ-li-ko je saá-tii?*	Колико је сати?
it's now	*sȁd je*	сад је
two o'clock	*dvȅa sȁa-ta*	два сата
It's now two o'clock.	*Sȁd je dvȁa sȁa-ta.*	Сад је два сата.
at what time?	*u kȍ-li-ko saá-tii*	у колико сати
train	*vȍoz*	воз
comes	*dȍ-la-zii*	долази
What time does the train get in?	*U kȍ-li-ko saá-tii vȍoz dȍ-la-zii?*	У колико сати воз долази?

[1]Literally 'how many of hours?'

three	*trȉi*	три
At three o'clock.	*U trȉi sàa-ta.*	У три сата.
leaves	*ȍd-la-zii*	одлази
What time does the train leave?	*U kȍ-li-ko saá-tii vȍoz ȍd-la-zii?*	У колико сати воз одлази?
four	*čè-tir*	четир
thirty	*trȉ-de-set*	тридесет
At four thirty.	*U čè-tir i trȉ-de-set.*	У четир и тридесет.
begins	*pȍ-či-njee*	почиње
movie	*kíí-no*	кино
What time does the movie begin?	*U kȍ-li-ko saá-tii pȍ-či-njee kíí-no?*	У колико сати почиње кино?

Record 2B, beginning.

Additional Numbers

One	*Jè-dan*	Један.
Five	*Pèet*	Пет.
Six	*Šèest*	Шест.
Seven	*Sè-dam*	Седам.
Eight	*Ȏ-sam*	Осам.
Nine	*Dè-vet*	Девет.
Ten	*Dè-set*	Десет.
Eleven	*Je-dȁ-najst*	Једанаjст.
Twelve	*Dvaá-najst*	Дванаjст.
How much is three and four?	*Kȍ-li-ko je trȉi i čè-tir?*	Колико је три и четир?
Three and four is seven.	*Trȉi i čè-tir je sè-dam.*	Три и четир је седам.

After you have gone through these *Useful Words and Phrases* once, read the following:

2. Hints on Pronunciation

To the Group Leader: The explanations preceding the *Practices* should be read by the group and discussed before the practice is attempted. Go through each practice as many times as may be necessary to give each member of the group reasonable control of the item of pronunciation that is being taught. The *Practices* are in the Guide's Manual and on the phonograph records. Have the group repeat after the Guide, or the phonograph record, first in unison, then individually.

You will find that the practice material is presented in sections on the phonograph record with a narrow space of clear record between each section. This arrangement will make it possible for you to play each section of practice as it is needed.

The pronunciation of Serbo-Croatian does not involve any great difficulties. This, of course, does not mean that you can use English sounds in Serbo-Croatian words and expect to be understood. But you will find that many of the sounds are sufficiently similar to your own so that you will have practically no difficulty with them. However, there are a few Serbo-Croatian sounds that are different from anything in English. For that reason it is necessary for you to listen carefully and try hard to imitate your Guide. If you do this and follow the *Hints on Pronunciation* which will be given to you from time to time, you will be able to pronounce Serbo-Croatian so that you can be readily understood.

The written forms of the words serves as an aid to your listening and helps you recall the pronunciation as you have heard it from your Guide. Always try to remember a word as you ***heard it said***, not as you saw it written.

The following table shows you how the various Serbo-Croatian *vowel* sounds are written in our spelling, gives you a brief description of each sound, and then gives you a few words as examples. Read the description first, and then listen to the way your Guide (or the speaker on the records) says the examples, and repeat after him.

Pronunciation Practices

Use the same procedure with the following practices that you did with the *Basic Sentences* from which they were selected. Go through them three times, twice with the book open and once with the book closed. Try to get a clear impression of the sound and try to make your pronunciation as much like that of the Guide or phonograph record as you can.

PRACTICE 1

Record 2B, after first spiral.

LETTER	SIMILAR TO ENGLISH	SERBO-CROATIAN EXAMPLES
i	*ee* in *beet*	*i-di-te* 'go!' *nè-ko-li-ko* 'some'
ii	*ee* in *need*	*vìi* 'you' *trìi* 'three'
e	*e* in *bet*	*jè-ste* 'yes' *dè-set* 'ten'
ee	*e* in *bed*	*nà-preed* 'straight ahead' *šèest* 'six'
ŭ	*oo* in *root*	*jù-tro* 'morning' *krùm-pii-ra* 'potatoes'
uu	*u* in *rude*	*i-duu-ći* 'coming' *slùu-žen* 'served' *ruú-ča-ti* 'to lunch'
o	*ough* in *bought*	*vò-dee* 'of water' *dò-bro* 'good'
oo	*oa* in *broad*	*nòoć* 'night' *oóv-dje* 'here'
a	*o* in *hot*	*zdrà-vo* 'hello' *kà-ko* 'how'
aa	*a* in *father*	*dàan* 'day' *dì-naa-raa* 'of dinars'

The double vowels are the same as the single ones except that they are *longer*. Be very careful to pay particular attention to *long vowels which do not have any accent marks*. To the ordinary English ear these sound as if they were accented or stressed, whereas they are really just a little longer. This may confuse you and make you think you are hearing an accent on a different syllable than the one which is marked as accented. Watch your *Aids to Listening* carefully, and you will soon learn to hear correctly without them. Here are some examples of long unaccented vowels to practice now:

PRACTICE 2

Record 2B, after second spiral.

šì-bii-caa	of matches
dì-naa-raa	of dinars
nà-preed	straight ahead

Be very careful to pronounce all vowel sounds clearly whether they are accented or unaccented. In English unaccented vowels are not usually as clear-cut as accented ones. For example, notice the difference between the *i* of *bit* and the *i* of *habit* or *rabbit*. The *i* in *bit* is accented, while that of *habit* or *rabbit* isn't. In Serbo-Croatian the vowels are nearly always the same whether they are accented or not. Be careful to *always* pronounce *i* like the *e* in *me* and *ii* the same but longer, *e* like *e* in *met*, etc. Never pronounce *e* or *a* as the *a* in *may*. Pay close attention to your Guide or the records. Always remember that you are learning to *speak* Serbo-Croatian and that the important thing for you is the voice of your Guide or that of the records.

Although most of the *consonant* sounds will give you little or no trouble, here is a short list of some which are represented by letters which are unfamiliar to you or have different uses than in English:

j	*y* in *yes*
dj	*j* in *jeep*
c	*ts* in *cats*
ć	*ch* in *cheap*
č	*ch* in *archer*
š	*sh* in *sheep*
ž	*z* in *azure*

A General Hint on Pronunciation

It is important for you to remember that making any speech sound or combination of sounds is a habit. You are in the habit of making certain sounds in English. Serbo-Croatian speakers have a different set of speech habits. Whenever anything is difficult for you to imitate, it is because you're not in the habit of making a particular sound or combination of sounds. *Constant imitation* is the best way to form new speech habits.

3. Check Yourself

Did you go through the *Useful Words and Phrases* at least twice in unison and at least once more individually?

Did you apply what you learned about the vowel and consonant sounds in *Hints on Pronunciation?*

Did you follow the pronunciation you heard even when it was different from that shown in your book?

Did you keep in mind the meaning of each word and phrase as you heard and spoke the Serbo-Croatian?

If you have failed at any point to carry out the instructions, go over the *Useful Words and Phrases* once again as soon as you can, being careful to follow every step in the procedure outlined.

Section C—Review of Useful Words and Phrases

If your group has time for outside assignments, sections marked *Individual Study* may be done between meetings of the group. Otherwise use them as independent study during a group meeting.

1. Covering the English (Individual Study)

Go back to the *Useful Words and Phrases* in Sections A and B. Cover up the English. Read the Serbo-Croatian aloud. Keep your voice down if you are working with the rest of the group. Follow your Guide's pronunciation as nearly as you can remember, and test yourself to see if you can recall the meaning of each word and phrase. Check the expressions you are not sure about, and after you have gone through the whole list, uncover the English and find their meaning. Repeat this procedure at least three times or until you are satisfied that you know every expression.

2. Review of Useful Words and Phrases

To the Group Leader: Read again for your information the numbered suggestions just preceding *Useful Words and Phrases* on page 3. Your Guide has been directed in his manual to pay particular attention to the correct pronunciation of the sounds. He may ask members of the group to repeat words or phrases a good many times in an effort to get a pronunciation that is more nearly correct. See that they listen closely, that they repeat promptly and loud enough so that everyone can hear them, and that they imitate the Guide to the last detail.

Go through the *Useful Words and Phrases* in Sections A and B twice. The first time have the members of the group repeat individually after the Guide with books open. The second time, have them close their books. The Guide will give each Serbo-Croatian expression twice as before. Let the students take turns giving the English equivalent the first time they hear the Guide speak the Serbo-Croatian and repeating the Serbo-Croatian as usual the second time. This will help them to check on the meaning of all Serbo-Croatian expressions in *Useful Words and Phrases.*

Go back to the *Useful Words and Phrases* in Sections A and B. The first time you go through the list, take turns repeating the Serbo-Croatian after the Guide. Keep your book open, and get all the help you can from the spelling. Pay particular attention to what you have learned about the pronunciation of the vowels. Make every effort to satisfy your Guide with your pronunciation.

The second time you go through the list, check up on the meaning of the Serbo-Croatian. Keep your books closed and take turns giving the English equivalent the first time you hear the Serbo-Croatian expression and repeating the Serbo-Croatian as usual the second time. If you have any trouble with the English, you should find time for more individual study of the *Useful Words and Phrases*, covering the English and checking up on the meaning when you read the Serbo-Croatian.

Section D—Listening In

To the Group Leader: The conversations which appear in this section will be read to the group by the Guide or played on the phonograph records. English equivalents are omitted from the *Listening In* material so that students can get practice in understanding spoken Serbo-Croatian which uses the vocabulary they know. Meaning therefore, is to be emphasized.

The first time you go through the conversations, have the Guide repeat a conversation, if necessary, to help clear up meaning, before you go on to the next conversation. If you have no Guide, lift the needle of the phonograph at the end of each conversation and let the students discuss the meaning of any sentences that are not understood.

Go through the conversations a second time without stopping. Pay about equal attention to pronunciation and meaning.

Finally, assign parts and have the students read the conversations. Give everyone a chance. Suggest that the actors actually take the parts, stand up and move around, sit at a table in the restaurant, stand behind the counter in the store, etc. Keep it moving. Get everyone to speak up! Take a part yourself.

Keep your book closed while the Guide reads the following conversation and repeat after him in unison. If you have no Guide, you should use the phonograph records, repeating the Serbo-Croatian immediately after you hear it. At the end of each conversation take time out to check up on the meaning of what you have heard and said. Ask someone in the group to give you the English equivalent of any expression you do not understand. If necessary, go back to the *Useful Words and Phrases* to find the meaning. Many of the words and the expressions you have had in *Useful Words and Phrases* occur in the following conversations.

1. Asking for information

Record 2B, after third spiral.

John: *Dò-bar dàan.*

Gospodin Rosić: *Dò-bar dàan, kà-ko ste?*

John: *Dò-bro, hvaá-la, kà-ko vȉi?*

Gospodin Rosić: *Ì jaa sam dò-bro, hvaá-la.*

John: *I-zvȉ-ni-te, gdjè (gdè) je žè-lje-znič-kaa (žè-le-znič-kaa) stà-ni-ca?*

Gospodin Rosić: *Žè-lje-znič-kaa (žè-le-znič-kaa) stà-ni-ca je nà de-sno.*

John: *I-zvȉ-ni-te, mò-liim. Jàa vàas ne ra-zù-mi-jem (ra-zù-meem).*

Gospodin Rosić: *Stà-ni-ca je nà de-sno. Ra-zù-mi-je-te (ra-zù-mee-te) li vȉi mè-ne?*

John: *Nè, mò-liim vas ne go-vò-ri-te tà-ko brȓ-zo.*

Gospodin Rosić: *I-zvȉ-ni-te. Žè-lje-znič-kaa (žè-le-znič-kaa) stà-ni-ca je tà-mo, nà de-sno.*

John: *Jàa ra-zù-mi-jem (ra-zù-meem). Hvaá-la, zbò-gom.*

Gospodin Rosić: *Mò-liim, zbò-gom.*

2. Getting something to eat

Record 2B, after fourth spiral.

John: *I-zvȉ-ni-te, gdjè (gdè) je hò-teel?*

Gospodin Rosić: *Hò-teel je oóv-dje (oóv-de) nȉ-preed.*

John: *Hvaá-la, i mò-liim vas, gdjè (gdè) je go-sti-ò-ni-ca? Jàa žè-liim jè-sti.*

Gospodin Rosić: *Tà-mo je, nà li-je-vo (lee-vo)*

John: *Hvaá-la, zbò-gom.*

Gospodin Rosić: *Zbò-gom.*

3. John goes into the restaurant

Record 3A, beginning.

Waiter: *Dò-bro vè-čeer, štà vȉ žè-lii-te?*

John: *Dò-bro vè-čeer.*
Mò-liim vas, mèe-sa i krùm-pii-ra.

Waiter: *I-zvȉ-ni-te, štà žè-lii-te pȉ-ti, kà-fu i-li čàj?*

John: *Mò-liim, čà-šu mli-jé-ka (mleé-ka).*

Waiter: *Hvaá-la. Žè-lii-te li vȉ hljè-ba (hlè-ba)?*

John: *Jè-ste, hvaá-la, i mò-liim vas čà-šu vò-dee.*

Waiter: *Dò-bro.*

(After John has finished eating he says to the waiter:)

John: *Kò-li-ko tòo stò-jii?*

Waiter: *Tòo stò-jii dè-vet dȉ-naa-raa.*
(John gives him the money.)

Waiter: *Hvaá-la.*

John: *Mò-liim vas, dàaj-te mi ci-ga-reé-taa i šȉ-bii-caa.*

Waiter: *Dò-bro. Oóv-dje (oóv-de) je.*

John: *Hvaá-la, là-ku nòoć.*

Waiter: *Là-ku nòoć.*

4. John meets his friend Steve

Record 3A, after first spiral.

John: *Zdrà-vo.*

Steve: *Zdrà-vo, kà-ko vȉ?*

John: *Dò-bro, hvaá-la.*

(Steve is just learning Serbo-Croatian. He sees a train and asks John:)

Steve: *Kà-ko se tòo zò-vee sȉp-ski?*

John: *I-zvȉ-ni-te, štà ste kaá-za-li?*

Steve (pointing to the train): *Kà-ko se 'train' zò-vee sȉp-ski?*

John: *Òo, sàd vas ra-zù-mi-jem (ra-zù-meem). Tòo je vòoz.*

5. John tests his friend Jack on numerals

Record 3A, after second spiral.

John: *Gò-vo-rii-te li vti hr-vaat-ski?*

Jack: *Jè-ste.*

John: *Dò-bro. U kò-li-ko saá-tii vòoz dò-la-zii?*

Jack: *U čè-tir sàa-ta.*

John: *U kò-li-ko saá-tii pò-či-njee kií-no?*

Jack: *U sè dam saá-tii.*
Sàd je šèest i trì-de-set.

John: *Kò-li-ko je trìi i dvàa?*

Jack: *Trìi i dvàa je pèet.*

John: *Dò-bro. Kò-li-ko je dè-set i jè-dan?*

Jack: *Je-dà-najst.*

John: *Kò-li-ko je ò-sam i čè-tir?*

Jack: *Dvaá-najst.*

John: *Šìà ste vìi kaá-za-li?*

Jack: *Dvaá-najst.*

John: *Dò-bro.*

6. John drives a bargain

Record 3A, after third spiral.

John: *Dò-bro jù-tro.*
Kò-li-ko tòo stò-jii?

Storekeeper: *Je-dà-najst dì-naa-raa.*

John: *Òo, tòo je skuú-po!*

Storekeeper: *Òo, nè, nè, tòo je jèf-ti-no.*

John: *Nè. Hvaá-la, zbò-gom.*

Storekeeper: *Dàaj-te mi dè-vet dì-naa-raa.*

John: *Nè.*

Storekeeper: *Ò-sam dì-naa-raa.*

John: *Dò-bro, oóv-dje (oóv-de) je ò-sam dì-naa-raa.*

Storekeeper: *Hvaá-la.*

John: *Hvaá-la, zbò-gom.*

Is there any expression in any of these conversations that you do not understand now? If there is, find the meaning of it or ask other members of your group before you proceed. If no one knows, refer to the *Useful Words and Phrases*.

Go through the conversations once more following the same plan as before. Imitate carefully and be sure to keep in mind the English equivalent of everything you are saying in Serbo-Croatian.

Finally go through the conversations again but this time take turns. The Group Leader will assign parts and the exercise is to continue at least until everyone has had a chance to speak one of the parts. Keep this going as long as you have time. When your turn comes, speak clearly and with enthusiasm. Put yourself in the situation and let yourself go. If the Guide asks you to repeat, do so until he is satisfied with your pronunciation.

Section E—Conversation

1. Covering the Serbo-Croatian (Individual Study)

Go back to the *Useful Words and Phrases* in Sections A and B. Cover up the Serbo-Croatian. Read the English silently and test yourself to see if you can speak the Serbo-Croatian for each word and phrase. Check the expressions you are uncertain about and after you have gone through the whole list, uncover the Serbo-Croatian and review them. Go through the list once more and continue for at least three times or until you can give the Serbo-Croatian readily for all the expressions. To make sure of this, pick out expressions at random and see if you can speak the Serbo-Croatian quickly. Speak the Serbo-Croatian aloud and try to imitate your Guide's pronunciation as well as you can remember it.

2. Vocabulary Check-Up

To the Group Leader: Go to the *Useful Words and Phrases* in Sections A and B. Read to the group the English equivalent of the Serbo-Croatian expressions. Call on different students (not in any fixed order) asking for the correct Serbo-Croatian for the English.

For instance, say to A, "How do you say: 'Where's a restaurant?' in Serbo-Croatian?" The students are to respond with their books closed. The Guide will indicate whenever he hears a Serbo-Croatian expression that is wrong, or, if there is no Guide, the other members of the group will indicate that they do not agree. Immediately ask someone else to give the expression correctly. Any group member who has difficulty in giving the correct Serbo-Croatian should be told to review the *Useful Words and Phrases* thoroughly before the next meeting of the group. Do not spend any time talking about the *why* of the Serbo-Croatian, stick to the *how*.

There are two *precautions* which the Group Leader must observe in all exercises of this sort and in the conversation practice throughout the course. Be sure that everyone understands them. They are as follows:

1. Every Serbo-Croatian expression must be given smoothly and completely before the student's performance can be considered satisfactory. If there is an error in the first attempt, ask the student to give the expression over again in complete form. If he fumbles too badly, turn to someone else.
2. Everyone must speak loud enough, so that all can hear. Every student should be encouraged to call out "Louder, please!" if he can't hear. Check on this occasionally by pointing to the student who is listening to someone else's Serbo-Croatian, and ask "What did he say?"

If you do not observe these precautions, much time and effort may be wasted in group meetings.

In order to fix in your mind the expressions you will need in the conversations of the following section, check yourself on your ability to speak the Serbo-Croatian you have learned. By now you should not have to grope for it. The Group Leader will ask you to supply in turn the Serbo-Croatian expressions for the English equivalents which he reads from the *Useful Words and Phrases*. If you have done a thorough job of recalling the Serbo-Croatian when you are looking only at the English equivalents, as suggested in 1, you will have no difficulty in responding promptly and smoothly when you hear the English. Your Guide will let you know if your Serbo-Croatian expressions are not correct. If you have no Guide, the members of the group should be ready to correct faulty expressions.

3. Conversation

To the Group Leader: This section represents the real purpose of the entire unit. The course is intended to teach you to speak Serbo-Croatian and to understand it when you hear it spoken. Any members of the group who have special difficulty recalling the Serbo-Croatian words and phrases they need to express a meaning should be told to do more work with the *Useful Words and Phrases*. They need, in particular, more practice in covering the Serbo-Croatian and recalling it when they read the English. Practice in getting the meaning of the *Listening In* records will also help. Arrangements should be made for students to play and listen to the records whenever they can between meetings of the group.

Then turn to the outlined conversations which follow. Assign parts and ask the students to act them out. Vary the situations and suggest to the students that they vary the Serbo-Croatian slightly as they gain confidence in listening and trying to understand the Serbo-Croatian that is being spoken.

In this section you are going to have your first chance to engage in conversation in Serbo-Croatian. This is the most useful part of the entire unit. The Group Leader will assign parts and will ask you to take turns in pairs, carrying on the following conversations. The two persons who are talking together should stand up and

act out their parts, speaking as smoothly and naturally as possible. Make it real and get some fun out of it. The Guide will help you if your Serbo-Croatian is wrong or if your pronunciation is bad. The Group Leader will prompt you if you are not sure what comes next in your part.

Throw yourself into your conversations. Do the best you can with pronunciation and with the Serbo-Croatian, but don't worry too much about mistakes. Think more of acting your part and speaking smoothly and as though you mean what you are saying. If there is a Guide, he will help you correct your errors. If vou can do this work well, it means that you are actually conversing in Serbo-Croatian, and that is your chief aim in this course.

1. Getting directions

A approaches a stranger, B, and asks him for information:

1. A apologizes for speaking to B and asks him where there is (a) a restaurant (b) a railroad station or (c) a hotel.
2. B gives A directions (a) to the right (b) to the left or (c) straight ahead.
3. A apologizes again, explains that he does not understand, and asks B if he will please not speak so fast.
4. B repeats slowly and clearly and asks A if he understands.
5. A says that he does understand and thanks B.
6. B says that A is welcome.
7. A again thanks B and says goodbye.
8. B says goodbye.

2. At a restaurant

C sits down at a table in a restaurant and is waited on by D:

1. D says (a) good day or (b) good evening to C and asks how C is.
2. C says he is well, thanks, and asks after D's health.
3. D is also well and asks what C wants.
4. C orders a meal—meat, potatoes, bread, water, milk, coffee—whatever he would like.
5. After eating, C asks how much it costs.
6. D tells C that it is ten dinars.
7. C pays, saying here it is.
8. D thanks C.
9. C says goodbye to D.
10. D says goodbye to C.

3. Catching a Train

A is trying to catch a train. He approaches B:

1. A asks B where the railroad station is.
2. B replies that it's on the left.
3. A thanks him and asks what time the train leaves.
4. B says the train arrives at 4:30 and leaves at 5:00.
5. A thanks him.

If it is so desired, particularly when the group is too large to give everybody a chance to participate in the conversation, the exercise may be continued for a longer time. It is also a good practice to give people who are having difficulties a second trial.

SECTION F—CONVERSATION (*Cont.*)

To the Group Leader: You can tell from the work that you did on conversation in Section E, whether or not the group needs to spend more time in preparing for successful conversation. If necessary, spend the first part of this section in individual study, having members of the group say the Serbo-Croatian of the *Useful Words and Phrases* when they have the English expressions covered. Check up on their vocabulary as in Section E. Then continue the work with conversation which you started in Section E.

In this section you are to continue taking part in conversation. If the work didn't go well in Section E, take time to go through the *Useful Words and Phrases* again with the English covered and to give the Serbo-Croatian of the English expressions as your Group Leader asks for it.

Put everything you can into the conversations. Act your part; don't hesitate to talk for fear of making a mistake. You'll make plenty of mistakes at first, but the important thing is to practice talking. You can't correct an error until you have made it.

Try out your Serbo-Croatian whenever you get a chance. Don't wait for meetings of the group to practice what you have learned. Pair off between meetings and see what you can do with Serbo-Croatian greetings and conversation. When you are alone, run over the list of Serbo-Croatian expressions you know. Review them in your mind. Try saying them. See how much you can improve your pronunciation and control of the language in whatever time you can find between meetings of the group. Make this a regular practice throughout the course.

FINDER LIST

This is a complete alphabetical list of all the words and expressions used in this unit. It is for reference only, but you should know all of these before going on to the next unit.

brŕ-zo	брзо	fast
čà-šu	чашу	glass
čàj	чај	tea
čè-tir, čè-ti-ri	четир, четири	four
ci-ga-reé-taa	цигарета	of cigarettes
dàan	дан	day
dàaj-te	дајте	give!
dè-set	десет	ten
nà de-sno	на десно	to the right
dè-vet	девет	nine
dì-naa-raa	динара	of dinars
dò-bar, dò-bro	добар, добро	good
dò-la-zii	долази	comes
dvàa	два	two
dvaá-najst	дванајст	twelve
èn-glee-ski	енглески	English
gdjè (gdè)	гдје (где)	where
go-spò-di-n	господин	Mr.
gò-spo-dja	госпођа	Mrs.
gò-spo-đji-ca	госпођица	Miss
go-sti-ò-ni-ca	гостионица	restaurant
gò-vo-rii-te li vi?	говорите ли ви?	do you speak?
go vò-ri-te!	говорите!	speak!
hl̀è-ba (hlè-ba)	хљеба (хлеба)	bread
hò-teel	хотел	hotel
hr̀-vaa-ski	хрватски	Croatian
hvaa-la	хвала	thanks, thank you
i	и	and, also
i-di-te!	идите!	go!
i-li	или	or
i-zvì-ni-te!	извините!	excuse (me)!
jàa	ја	I
je	је	is
jè-dan	један	one
je-dà-najst	једанајст	eleven
jèf-ti-no	јефтино	cheap
jè-ste	јесте	yes
jè-sti	јести	to eat
jù-tro	јутро	morning

kà-fu	кафу	coffee
kà-ko	како	how?
kaá-za-li vȉ ste kaá-za-li	казали ви сте казали	having said you said
kȉ-no	кино	movie theater
kȍ-li-ko	колико	how much?, how many?
krȕm-pii-ra	крумпира	of potatoes
là-ku nȍoć	лаку ноћ	good night
li	ли	(question particle)
nà li-je-vo (*lee-vo*)	на лијево (на лево)	to the left
mȅe-sa	меса	of meat
mȅ-ne	мене	me
mi	ми	to me
mli-jé-ka (*mleé-ka*)	млијека (млека)	of milk
mȍ-liim	молим	I beg, please!
nà-preed	напред	straight ahead
nȅ	не	no, not
nȕž-niik	нужник	toilet
ȍd-la-zii	одлази	leaves
óóv-dje (*óóv-de*)	овђе (овде)	here
ȍ-sam	осам	eight
pȅet	пет	five
pȉ-ti	пити	to drink
pȍ-či-njee	почиње	begins
ra-zȕ-mi-jem (*ra-zȕ-meem*)	разумијете (разумем)	I understand
ra-zȕ-mi-je-te (*ra-zȕ-mee-te*)	разумијете (разумете)	you understand
sȁa-ta saá-tii	сата сати	of an hour of hours
sȁd	сад	now
sam	сам	I am
sȅ-dam	седам	seven
skuú-po	скупо	expensive
sȑp-ski	српски	Serbian
stà-ni-ca	станица	station
ste	сте	you are
stȍ-jii	стоји	it costs
šȅest	шест	six
ši-bii-caa	шибица	of matches
štà	шта	what?
tà-ko	тако	so, thus
tà-mo	тамо	there
tȍo	то	that

trȉi	три	three
trȉ-de-set	тридесет	thirty
u	у	at
vàas, vas	вас	you
vè-čeer	вечер	evening
vȉi	ви	you
vò-dee	воде	of water
vò-lii-te	волите	you like, you want
vòoz	воз	train
zbò-gom	збогом	good-bye
zdrà-vo	здраво	hello (to an acquaintance)
se zò-vee	се зове	is called, is named
žè-liim	желим	I want, I wish
žè-lii-te	желите	you want, you wish
žè-lje-znič-kaa (*žè-le-znič-kaa*)	жељезничка (железничка)	pertaining to a railroad (used with such words as *stà-ni-ca*)

UNIT 2

MEETING PEOPLE

SECTION A—BASIC SENTENCES

To the Group Leader: Adopt the following steps as standard practice in conducting this course:

1. Before each meeting of the group, be sure to read carefully and get clearly in mind the instructions covering those sections of a unit which you expect to take up in the group meeting.
2. Before each group meeting, see that the Guide is available with his *Uputa za Upravljača* or that phonograph and records are ready.
3. Have the members of the group read together the instructions that precede each piece of work they are to do before they begin it. Let one member of the group read these instructions aloud while the others follow the reading in their books.
4. Take time, following the reading of all instructions, to make sure that everyone understands exactly what he is to do.

In Section A of Unit 2 follow the same procedure as that outlined for *Useful Words and Phrases* of Section A in Unit 1. Go through the *Basic Sentences* once with everyone repeating in unison after the Guide or phonograph record. Then take up the *Hints on Pronunciation* which follow. Come back to the *Basic Sentences* and go through them once more, with repetitions in unison after the Guide. Pay particular attention to those items of pronunciation you have been working on. Finally, go through the *Basic Sentences* a third time with individual repetition. The Guide will call for as many repetitions as may be necessary to get a pronunciation that sounds to him like Serbo-Croatian.

Be sure to keep in mind the meaning of the Serbo-Croatian. As you listen to the Serbo-Croatian, keep your eye on the *Aids to Listening*. This will help you imitate accurately the sounds you are hearing. Repeat each word and phrase loudly and clearly right after you hear it.

The *Basic Sentences* are set up as conversations so that you may hear and speak the Serbo-Croatian as you would hear and speak it if you were talking with Serbo-Croatian people.

Although numerous characters are introduced in these *Basic Sentences*, it is not important for you to try to keep in mind just who they are or their relationship to one another. You are concerned rather with what they say and *how* they say it.

1. Basic Sentences

Record 3B, beginning.

John and his wife meet a Mr. Jovich in Jugoslavia and have a friendly chat.

ENGLISH EQUIVALENT	AIDS TO LISTENING	CONVENTIONAL CYRILLIC SPELLING
	John	
are you	*jèste li*	јесте ли
Excuse me, are you Mr. Jovich?	*Izvìnite, jèste li vì Gospòdin Jóvić?*	Извините, јесте ли ви Господин Јовић?
	Mr. Jovich	
my name	*mòje ìme*	моје име
Yes, my name is Jovich.	*Jèste, mòje ìme je Jóvić.*	Јесте, моје име је Јовић.
	John	
an American	*Amerikáanac*	Американац
I'm an American.	*Jàa sam Amerikáanac.*	Ја сам Американац.
	Mr. Jovich	
from America	*iz Amèrikee*	из Америке
Oh, you're from America?	*Àa, vì ste iz Amèrikee?*	А, ви сте из Америке?
from where	*òdaakle*	одакле
you come	*dòlaziite*	долазите
Where do you come from?	*Òdaakle vì dòlaziite?*	Одакле ви долазите?
	John	
I come	*dòlaziim*	долазим
I come from New York.	*Dòlaziim iz Nèv Jorka.*	Долазим из Нев Јорка.

you know
my parents
Do you know my parents?

pòznaate
mòje ròditelje
Pòznaate li mòje ròditelje?

познате
моје родитеље
Познатели моје родитеље?

father's name
John
My father's name is John Delich.

òčevo ìme
Jòvan
Òčevo ìme je Jòvan Dèliić.

очево име
Јован
Очево име је Јован Делић.

Mr. Jovich

Why of course!

Pa dabòme!

Па дабоме!

I know him
very
I know him very well.

pòznaam ga
vrlo
Pòznaam ga vrlo dòbro.

познам га
врло
Познам га врло добро.

he
How is he?

òn
Kàko je òn?

он
Како је он?

John

He's fine, thank you.

Òn je dòbro, hvaála.

Он је добро, хвала.

he sent greetings
He sent you his best.

òn je pòzdravio
Òn vas je pòzdravio..

он је поздравио
Он вас је поздравио.

Mr. Jovich

your mother
And how's your mother?

vàša màajka
A kàko je vàša màajka?

ваша мајка
А како је ваша мајка?

John

she too
She's fine too, thank you.

i òna
I òna je dòbro, hvaála.

и она
И она је добро, хвала.

may I present	*da prèstaviim*	да преставим
to you	*vam*	вам
my wife	*mòju sùprugu*	моју супругу
May I present my wife.	*Da vam prèstaviim mòju sùprugu.*	Да вам преставим моју супругу.

Record 4A, beginning.

Mr. Jovich

pleasing	*dràago*	драго
madam!	*gòspodjo*	госпођо
(I'm) pleased [to meet you], madam.	*Dràago mi jè, gòspodjo.*	Драго ми је, госпођо.

John

sorrowful	*žào*	жао
my wife	*mòja sùpruga*	моја супруга
doesn't know	*nè znaa*	не зна
I'm sorry, my wife doesn't know Serbian well.	*Žào mi je, mòja sùpruga nè znaa sŕpski dòbro.*	Жао ми је, моја супруга не зна српски добро.

Mr. Jovich

you do (*or* work)	*ràadiite*	радите
in Serbia	*u Sŕbiji*	у Србији
What are you doing here in Serbia?	*Štà vìi ràadiite oóvdje (oóvde) u Sŕbiji?*	Шта ви радите овђе (овде) Србији?

John

we're learning	*ùčiimo*	учимо
We're learning Serbian.	*Ùčiimo sŕpski.*	Учимо српски.

	Mr. Jovich	
already	*vèć*	већ
You can already speak Serbian very well.	*Vi vèć gòvorite sŕpski vŕlo dòbro.*	Ви већ говорите српски врло добро.
Do you understand me without any trouble ('well')?	*Jèli vi razùmijete (razùmeete) mène dòbro?*	Јели ви разумијете (разумете) мене добро?
I talk	*jàa gòvoriim*	ја говорим
too fast	*sùvišee brŕzo*	сувише брзо
Am I talking too fast?	*Gòvoriim li jàa sùvišee brŕzo?*	Говорим ли ја сувише брзо?
	John	
a little slower	*màlo spòrijee*	мало спорије
Yes, please speak a little slower.	*Jèste, mòliim govòrite màlo spòrijee!*	Јесте, молим говорите мало спорије.
	Mr. Jovich	
you live	*žívviite*	живите
in Belgrade	*u Beògradu*	у београду
Where are you staying here in Belgrade?	*Gdjè (gdè) vi žívviite oòvdje (oóvde) u Beògradu?*	Гђе (где) ви живите овђе (овде) у Београду?
	John	
we live	*mi žívviimo*	ми живимо
in the hotel	*u hoteélu*	у хотелу
We're living in the Hotel Palace.	*Mi žívviimo u Hoteélu Pàlas.*	Ми живимо у Хотелу Палас.

	Mr. Jovich	
you're going	*ìdeete*	идете
now	*sàda*	сада
Where are you going now?	*Gdjè (gdè) ìdeete sàda?*	Гђе (где) идете сада?
	Mrs. John	
my husband	*mòoj sùprug*	мој супруг
we're going	*ìdeemo*	идемо
to the movie	*u kíno*	у кино
My husband and I are going to the movie.	*Mòoj sùprug i jà ìdeemo u kíno.*	Мој супруг и ја идемо у кино.

Record 4B, beginning.

can[1] you?	*mòžete li vi?*	можете ли ви?
to go	*ìći*	ићи
with us	*snâma*	с'нама
Can you go with us?	*Mòžete li vì ìći snàma?*	Можете ли ви ићи с'нама?
we will go	*ìći ćemo*	ићи ћемо
all together	*svì skùpa*	сви скупа
We'll all go together.	*Ìći ćemo svì skùpa.*	Ићи ћемо сви скупа.
	Mr. Jovich	
I would love it	*jà bi tò vòlio*	ја би то волио
Yes, I'd love it, thank you.	*Jèste, jà bi tò vòlio, hvaála.*	Јесте, ја би то волио, хвала.

[1]The word 'can' is accidentally repeated twice on the record.

John

I believe	*vjèrujem (vèrujem)*	вјерујем (верујем)
that	*da*	да
today	*dànas*	данас
good picture	*dòbra slîka*	добра слика
Good, I believe there's a good picture today.	*Dòbro, vjèrujem (vèrujem) da je dànas dòbra slîka.*	Добро, вјерујем (верујем) да је данас добра слика.

---

who	*kò*	ко
Who is Mr. Delich?	*Kò je Gospòdin Dèliić?*	Ко је Господин Делић?
He's an American.	*Òn je Amerikaánac.*	Он је Американац.
with whom	*skîm*	с'ким
he's talking	*òn gòvorii*	он говори
Who's he talking to?	*Skîm òn gòvorii?*	С'ким он говори?
with Mr. Jovich	*sa Gospòdinom Joóvić*	са Господином Јовић
He's talking with Mr. Jovich.	*Òn gòvorii sa Gospòdinom Joóvić.*	Он говори са Господином Јовић.
he knows	*òn pòznaa*	он позна
his parents	*njègove ròditelje*	његове родитеље
He knows his parents.	*Òn pòznaa njègove ròditelje.*	Он позна његове родитеље.
they	*òni*	они
they live	*òni žîivee*	они живе
in America	*u Amèrici*	у Америци
They live in America.	*Òni žîivec u Amèrici.*	Они живе у Америци.

Before you go through the *Basic Sentences* a second time, study the following:

2. Hints on Pronunciation

To the Group Leader: Follow the same procedure as for the *Hints on Pronunciation* of Unit 1. Have the group read and discuss the explanations, and then go through the *Practices* with the Guide or phonograph record.

It is very probable that your Guide, in pronouncing words for you to mimic, will often pronounce them one way when he says them very slowly, and a little differently when he says them quite fast. Don't be disturbed, for that is quite natural. Try to imitate him when he speaks rather fast, rather than when he is "on his good behaviour", because the faster way is the way people usually talk.

Review of Vowel Sounds. Make sure you can pronounce accurately the Serbo-Croatian vowel sounds, both short and double, which were discussed in the preceding unit. If you are in doubt as to the sound of any vowel, remember it, listen for that vowel sound and make a special effort to imitate it well the next time you go through the *Basic Sentences*.

Accent on vowel sounds. Serbo-Croatian has two kinds of accents or stresses. The first is weaker at the beginning and grows stronger in stress. It also rises in tone or pitch. This we call the 'rising stress' and indicate by (´). The other begins with a strong stress and high in tone and grows weaker and lower in tone. This we call the 'falling stress' and indicate by (`). These two stresses are most easily heard when there is a stress on a double vowel. If a double vowel has a rising stress, (´) is put on the second vowel. If it has a falling stress, (`) is put on the first vowel. Listen carefully to these examples:

PRACTICE 1

Record 4B, after first spiral.

hvaála	thanks
žíiviite	you live
kíino	movie
oóvdje	here
kaázati	to say

Now listen to these:

PRACTICE 2

Record 4B, after second spiral.

dàan	day
vȉ	you
trȉ	three
màajka	mother
pèet	five

Short falls, that is, single vowels with ` over them, are very common. Short rises are rather rare but be very careful in listening to your Guide or to the records when you find a single vowel with ´ over it. You may notice that a short rise seems longer than a short fall. This will help you to distinguish them. Here are some examples of short falls:

PRACTICE 3

Record 4B, after third spiral.

vèčeer	evening
gospòdin	Mr.
dînaaraa	of dinars
dèset	ten

You have had one short rise. Another example is added here:

PRACTICE 4

Record 5A, beginning.

mlijéka	of milk
sêlo	village

Consonants. Here are some general hints on pronouncing Serbo-Croatian consonant sounds. They are to help you imitate, not to take the place of careful listening.

You must be careful to pronounce correctly certain *groups* of consonants. This is particularly true of combinations with *j*. Many of these will not bother you. For example, *vjèrujem* begins like English *view*. Others may cause you trouble when they are in certain places in words, especially at the beginning. You have had such groups as *lj* and *nj* which sound a little strange. *lj* is an *l* made where you make *j* (English *y*) and followed by a *j*. *nj* is made about the same place as *lj* and sounds like some English pronunciations of *new* ("nyew") but with a stronger "y" sound. Here are some examples of these sounds:

PRACTICE 5
Record 5A, after first spiral.

hljèba	of bread
žèljezničkaa	of the railroad
ròditelje	parents
pòčinjee	begins
njègove	his

Be sure that you pronounce *lj* and *nj* together. Always say *žè-ljezničkaa*, never *žèl-jezničkaa*, *pòči-njee*, never *pòčin-jee*.

If you are uncertain about any of the points of pronunciation which have been discussed, ask your Guide to repeat the words and phrases with which you are having trouble, and try to improve your pronunciation. Remember that these notes are only approximate and are at best an imperfect description of the sounds.

When you are satisfied that you can pronounce *fairly* well all the sounds, go through the *Basic Sentences* once more in unison and with your book open. As you repeat after your Guide, keep your eye on the *Aids to Listening* and note in particular the examples of the sounds discussed. Do not hesitate to ask your Guide to repeat if you are uncertain about any sound.

Finally, go through the *Basic Sentences* again, this time taking turns. Keep your book closed, listen carefully to your Guide and make sure that your pronunciation satisfies him.

3. Check Yourself

Did you go through the *Basic Sentences* at least twice with your book open and then at least once with your book closed?

Did you repeat each word and phrase immediately after hearing it in a loud, clear voice?

Did you follow the pronunciation you heard even if it seemed different from that shown in your book?

Did you keep in mind the meaning of each word and phrase as you heard and spoke the Serbo-Croatian?

If your Guide asked you to repeat, did you do so with enthusiasm and as many times as necessary until he was satisfied with what you were saying?

Are you satisfied that you can pronounce the Serbo-Croatian vowels you have had?

Section B—Word Study

1. Word Study (Individual Study)

If your group has time for outside assignments, do the *Word Study* between meetings of the group. Otherwise make it independent study in the group meeting.

In this section we take up some of the words and expressions you have just learned and examine them to see how the language is built. First read the words and expressions in each list and make sure that you understand the meaning of the Serbo-Croatian. Then read the comment which follows each list. This should make clear to you just how the words function and how they are put together. If there are any points that are not clear to you, make note of them and ask other members of the group about them. Follow the same procedure with each list and each comment.

A. VERBS

Serbo-Croatian, like English, has nouns, pronouns, verbs, adjectives and particles. In this lesson we wish to show you how some of the verb forms are used. Remember that *knowing* a verb form does not do any good unless you *practice* this form. In this section (and other *Word Study* sections) you are told what the forms are and how they correspond to English, but the important thing is for you to use these forms in practicing the *Basic Sentences*, *Listening In*, etc., where the words are in actual use as in normal daily life.

1.	*GÒVORIIM li jàa sùvišee brȉzo?*	am I speaking too fast?
	DÒLAZIIM iz Nèv Jorka	I come from New York
	jàa vaz RAZÙMIJEM	I understand you
	PÒZNAAM ga vȑlo dòbro	I know him very well
	da vam PRÈSTAVIIM mòju sùprugu	may I present my wife

ȍon GÒVORII sa gospodinom Jovȉć	he's speaking with Mr. Jovich
ȍon PÒZNAA njȅgove ròditȅlje	he knows his parents
u kòliko saátii vòoz DÒLAZII?	what time does the train arrive?
tȍo STÒJII dȅset dȉnaaraa	that cost ten dinars
kȁko se tȍo ZÔVEE sȓpski?	how is that called in Serbian?
ÙČIIMO sȓpski	we're studying Serbian
mȍoj sùprug i jȁa ÌDEEMO u kȉno	my husband and I are going to the movie
ići ĆEMO svȉ skùpa	we'll all go together
mȉi ŽIÍVIIMO u hoteću	we're living in the hotel
ȍdaakle vȉi DÒLAZIITE?	where do you come from?
gdjȅ vȉi ŽIÍVIITE ovȏvdje?	where are you living here?
vȉi vȅć GÒVORIITE sȓpski	you already speak Serbian
RAZÙMIJETE li vȉi mène?	do you understand me?

As you study these examples you notice that the words for 'I speak', 'I come', 'I understand', 'I know' and 'I present' all end in *-m*. Those with 'he' as 'he knows' or with a noun before the verb as in 'the train arrives' end in a vowel (*gòvorii, pòznaa, zòvee*). Those with 'we' end in *-mo* and those with 'you' in *-te*. Serbo-Croatian verbs differ from English verbs in several important respects. In English the word 'speak' does not by itself tell you who's speaking. We have to say

dòlaziim	I'm coming
dòlazii	he (she or it)'s coming
———	———
dòlaziite	you're coming

'*I* speak' or '*you* speak' or '*we* speak', etc. But we say '*he* speaks' with an added *-s*. The *-s* on the end of *speaks* shows that it goes with a singular noun or with he, she or it. In Serbo-Croatian you do not have a word which just means 'speak', but every form must have an ending such as the *-s* on *speaks* or the *-ing* on *speaking*. We have just observed several of these endings in our examples. Here are the forms you have had of two of the verbs in the examples:

———	———
———	———
žȉvviimo	we live
žȉvviite	you live

Notice that the vowels (*ii*) at the end of the word meaning 'he's coming' are the same as those before the endings (*-m, -mo, -te*). You may easily fill out the blanks in the above verb groups from each other.

dòlaziim	I'm coming
dòlazii	he (she or it)'s coming
DÒLAZIIMO	we're coming
dòlaziite	you're coming

ŽIÍVIIM	I live
ŽIÍVII	he lives
živiimo	we live
živiite	you live

You may do this with nearly all the verbs you've had. Notice that a Serbo-Croatian verb form may sometimes be translated by a phrase like 'I'm coming' and sometimes like 'I come'. Never use the Serbo-Croatian word for 'am' (*sam*) for such a phrase as 'I'm coming'. This whole phrase is said in one word in Serbo-Croatian, *dòlaziim*.

2.

ÌDITE nà desno	go to the right
GOVÒRITE màlo spòrijee	speak a little slower
IZVÌINITE	excuse (me)
DÀAJTE mi čašu vòdee	give me a glass of water

Here are also forms ending in *-te*, as did the forms for 'you'. In the cases where these are used, however, you are not speaking of what the other person is doing as 'you're coming', 'you're going', etc., but you are telling the other person what to do 'go!', 'speak!', etc. These forms we call *imperatives*. Notice that though they end in *-te*, the rest of the word is different from that meaning 'you're going', etc. You have *ìdeete* 'you're going' but *ìdite* 'go!', *gòvoriite* 'you're speaking' but *govòrite* 'speak!'. Notice that *govòrite* has the accent (`) in a different place and has only one *i* after *r*. Be sure to pronounce these carefully. If you copy your Guide or the records, you won't confuse them. Listen especially for the difference between *i* and *ii* in these words.

3.

jàa SAM Amerikaánac	I'm an American
òon JE Amerikaánac	he's an American
mòje ìme JE Jovóvić	my name's Jovich
vìi STE iz Amèrikee	you're from America

Here we have the words for 'I am', *sam*, 'he (she *or* it) is', *je*, and 'you are', *ste*. We have *-m* for the 'I' form and *-te* for the 'you' form, but we have an *a* in *sam* which is not found in the other forms. The *je* 'is' is as different from *sam* as 'is' is from 'am'. The 'we' form is regular, and you may make it by adding *-mo* to the *s-* of the *ste* form: *smo* 'we are'. Notice that these words do not have any accents but are pronounced together with the words which precede them. Verbs as irregular as this one are rare, but when you meet them you must learn each form separately. The English verb is the same way: 'I am', 'you are', 'he is', etc., in contrast to 'I see', 'you see', 'he sees', etc. Do not be afraid of 'irregular' or 'special' verb forms. If you learn them in your sentences and use them, you will not have any difficulty.

B. PREPOSITIONS

Words like *in, to, from, at* we call 'prepositions'. In Serbo-Croatian they are always found before other words, usually nouns.

vȉi ste IZ Amèrikee	you're from America
dòlaziim IZ Nèv Jorka	I come from New York
gdjè vȉi žívíite U Beògradu?	Where are you staying in Belgrade?
mȉi žívíimo U hoteélu	We're living in the hotel
ìdeemo U kíino	We're going to the movie.
U kòliko saátii	at what time?
òon gòvorii SA Gospòdinom Jovíć.	he's talking with Mr. Jovich
ìdite NÀ desno	go to the right

It is important to notice that a Serbo-Croatian preposition such as *u* does not correspond to any one English preposition. It means 'in', 'into', 'at', etc., depending on how it is used. You also see that the words after the prepositions have different endings in *AmèrikEE, iz Nèv JorkA, u BoògradU, u kíinO*. These endings will be explained in future units. As long as you repeat the groups of words as you are given them, you will have the right ending.

2. Covering English and Serbo-Croatian of Word Study (Individual Study)

Read aloud several times the examples given you in the *Word Study*. Then cover the English and see if you know the meaning of every item. Repeat the operation until you are sure that you know every expression. As a

final test, cover the Serbo-Croatian and see if you can speak out the Serbo-Croatian expressions by simply looking at the English. Skip about and test yourself thoroughly.

3. Review of Basic Sentences

Review the first half of the *Basic Sentences* with your Guide or the phonograph record. Go through them as many times as you can, taking turns repeating the Serbo-Croatian individually. Try it with books closed and see how you get along without the help of the *Aids to Listening*. Always keep in mind the meaning of the Serbo-Croatian you are hearing and speaking. As you go through the *Basic Sentences* be on the lookout for examples of the points in *Word Study* you have just covered.

Section C—Review of Basic Sentences

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences* with your Guide or the phonograph record. For the detailed procedure to be followed read again the instructions given above for the review of the first half of the *Basic Sentences*.

2. Covering the English of Basic Sentences (Individual Study)

Here is your chance to find out just how well you have learned the meaning of the Serbo-Croatian expressions you have had up to this point. Go back to the *Basic Sentences* in Section A and cover the English. Read the Serbo-Croatian aloud and see whether you can supply the English equivalents of the words and phrases. Mark those you are not sure about and after reading the list through, uncover the English and look up their meaning. Cover the English again and repeat the procedure until you can go through the entire list giving all the meanings without difficulty.

3. Word Study Review (Individual Study)

Below is an exercise which will drill you on what you have learned in the *Word Study*. Work through this exercise carefully, doing what is asked for and trying to pronounce the words and phrases as you think your Guide would say them. Do not write anything in your book or elsewhere. If you cannot do the exercise

rapidly, review the *Word Study*. Be prepared to give the correct expressions when the Group Leader calls on you for then.

In Column I are the pronouns for 'I, you, he, she, we'. Column II has short sentences with no subject pronouns. Make a sentence of each of these, using the correct pronoun from Column I. For example, if you had *dòlaziim iz Nèv Jorka* in Column II, you would choose *jàa* from Column I and say *jàa dòlaziim iz Nèv Jorka.*

Column I	Column II
jàa	*žèlìimo jèsti*
vȉi	*ne razùmije mène ili vaàs*
oòn	*dòlaziimo iz Čikaága*
òna	*vòlii ìći u kìino*
mȉi	*mòoraate òdmah ìći*
	se zòveem Màarko Kràljević
	njèga smaàtraate kao dijéte
	ìmaa kéćer i sìina
	vas niìsam vìdeo vèć dùgo

Did you remember that any verb form you may use *òon* 'he' with, you may also use *òna* 'she' with?

4. What Would You Say?

For each of the following situations two or more Serbo-Croatian expressions are given. Read all the expressions aloud and check the one you think best fits each situation. Be sure you know why the other choices are not suitable. At the next meeting of the group you will be asked to say what you have chosen and you will have a chance to test your answers. Do not write anything down.

1. You meet a person and he asks you where you're from. He says:
   a. *Gdjè ìdeete sàda?*
   b. *A kàko je vàša màajka?*
   c. *Òdaakle vȉi dòlaziite?*
2. You say you're from America:
   a. *Jàa sam iz Amèrikee.*
   b. *Dòlaziim iz Nèv Jorka.*
   c. *Mȉi žììviimo u Hoteélu Pàlas.*
3. You want to introduce your wife to him:
   a. *Skìim òon gòvorii?*
   b. *Mòžete li vȉi ìći snàma?*
   c. *Da vam prèstaviim mòju sùprugu.*

4. You apologize for her not knowing much Serbo-Croatian.
   a. *Mòlim govòrite màlo spr̀vijee.*
   b. *Žào mi je, mòja sùpruga nè znaa sr̀pski.*
   c. *Mòoj sùprug i jàa ȉdeemo u kiȉno.*

5. You tell him you and your wife are learning Serbian.
   a. *Mȉi žȉvȉimo u Hoteélu Pàlas.*
   b. *Vȉi vèć gòvorȉite sr̀pski vȑlo dòbro.*
   c. *Mȉi ùčȉimo sr̀pski.*

Section D—Listening In

1. What Did You Say?

To the Group Leader: Read the English describing the situations in *What Would You Say?* of Section C, and call on different students, not in any fixed order, to speak the Serbo-Croatian which the situation calls for. Encourage the students to give the Serbo-Croatian, if they can, without reading it from their books. Then ask different members of the group to give the meaning in English of the different Serbo-Croatian expressions listed for each situation.

Go back to the last exercise in the preceding section. The Group Leader will ask different members of the group to speak the Serbo-Croatian to be used in each of the situations given. Other members of the group will criticize the choices made if they do not agree with them. The Group Leader will also ask for the English equivalents of all the other expressions offered as choices, taking turns around the group.

2. Word Study Check-Up

To the Group Leader: As a check on the students' understanding of the *Word Study*, read the English equivalent of the Serbo-Croatian expressions given before each comment. Call on different students, not in any fixed order, to give the correct Serbo-Croatian for the English. For instance, say to A:

"How do you say 'at what time' in Serbo-Croatian?"

and so on. The Guide will indicate whenever he hears a Serbo-Croatian expression that is wrong. If there is no Guide, the other members of the group will signal that they do not agree. Immediately ask someone else to give the right answer. Any member of the group who has difficulty in giving the correct Serbo-Croatian should be told to review the *Word Study* thoroughly before the next meeting of the group. Do not take time in this exercise to talk about the *why*. Stick to the *how*.

As a final exercise, call for the answers to the exercises in *Word Study Review*, in Section C. 3. The Guide will indicate when he hears a wrong Serbo-Croatian form, and when the correct form has been obtained, he will repeat it for the student until he is satisfied with the student's pronunciation. If in doubt see the back of the Guide's Manual.

The Group Leader will ask different members of the group to give the correct Serbo-Croatian for the English equivalents of the expressions you studied in the *Word Study*. If you give the wrong answer, the Guide will let you know; or, if there is no Guide, the other members of the group will indicate that they think your answer is wrong. The Group Leader will then immediately call on someone else for the right answer. If you have difficulty in giving the correct Serbo-Croatian, review the *Word Study* thoroughly.

As a final check the Group Leader will call for your answers to the exercises in the *Word Study Review* (Sec. C.3), and the Guide or other members of the group will correct you, if you don't pronounce well.

3. Listening In

To the Group Leader: Re-read the note *To the Group Leader* in Section D of Unit 1. Follow the same procedure as outlined there. The first time you go through the conversations, check up on the meaning at the end of each conversation. Then go through all of them a second time without stopping. Finally assign parts and have the students read the conversations. Get them to do a little acting if you can. Encourage them to speak loudly and clearly and to get into the spirit of the situation.

Keep your book closed while the Guide reads the following conversation and repeat after him in unison. If you have no Guide, you should use the phonograph records, repeating the Serbo-Croatian immediately after you hear it. At the end of each conversation take time out to check up on the meaning of any word or phrase about which you are in doubt. Ask some other member of the group to give you the English equivalent or in case no one knows, go back to the *Basic Sentences* of this unit and make sure that you understand everything before you proceed any further. Go through the conversations a second time, repeating after the Guide individually. Then take parts in the conversation. This exercise contains almost all the new words you have learned in this unit.

1. Jack, an American, talks with Helen, a girl he has recently met in Jugoslavia.

Record 5A, after second spiral.

Helen: *Izvȉnite, jèste li vȉi Gospòdin Djuurić?*

Jack: *Nȅ, mòje ȉme je Jȁck Johnson.*

Helen: *Jèste li vȉi iz Amèrikee?*

Jack: *Jèste, jȁa dòlaziim iz Amèrikee.*

Helen: *Štà vȉi rȁadiite oóvdje (oóvde)?*

Jack: *Učiim sȓpski.*

Helen: *Vȉi vèć znaáte sȓpski dòbro.*

Jack: *Hvaálā.*

Helen: *Gdjè (gdè) vìi žìvìite sàda?*

Jack: *Žìvìim u hoteélu Pàlas, oóvdje (oóvde) u Bèogradu.*

Helen: *Jè li gostiònica u hoteélu?*

Jack: *Jèste, gostiònica je u hoteélu.*

Helen: *A jèlikìno u hoteélu?*

Jack: *Jèste, i pòčinjee u dvàa sàata.*

Helen: *Pòznaate li mòje ròditelje u Amèrici?*
Očevo ìme je Joóvić.
Òni žìvee u Čikaágu.

Jack: *Pa dabòme, jàa pòznaam vàše ròditelje vrlo dòbro.*

Helen: *Kàko su òni?*

Jack: *Òni su vrlo dòbro.*

Helen: *Gòvorii li váša sùpruga srpski?*

Jack: *Žào mi je, mòja sùpruga ne gòvorii srpski.*

Helen: *Kàko tòo?*

Jack: *Òna je iz Amèrikee i gòvorii èngleeski.*

Helen: *Jèli vìi razùmijete (razùmeete) mène dòbro?*

Jack: *Vìi gòvoriite màlo bržo.*

Helen: *Žèliite li màlo spòrijee?*

Jack: *Jèste, mòliim govòrite màlo spòrijee!*

Helen: *Dòbro. Štà vìi ràadiite sàda?*

Jack: *Mòja sùpruga i jàa ìdeemo u kìno u trìi sàata.*
Mòžete li vìi ìći snàma?

Helen: *Mòžem ìći u čètiri sàata.*

Jack: *Vrlo dòbro.*
ìći ćemo svì skùpa u čètiri sàata.
Zbògom.

Helen: *Zbògom.*

2. George is interviewing a young Serbian (*srbin*).

Record 5A, after third spiral.

George: *Dòbar dàan.*

Srbin: *Dòbar dàan gospodine.*

George: *Kàko se zòvete?*

Srbin: *Mòje ìme je Mìrko Joóvić.*

George: *Òdaakle ste vìi, mòliim vas?*

Srbin: *Jàa sam iz Bèogrāda.*

George: *Znaáte li vìi gdjè (gdè) su vàš òtac i vàša màajka?*

Srbin: *Nè znaam.*
Vjèrujem (vèrujem) da su òni u Srbiji.

George: *Kàko se zòvee vàš òtac?*

Srbin: *Očevo ìme je Pètar Joóvić.*

Section E—Conversation

1. Covering the Serbo-Croatian of Basic Sentences (Individual Study)

Go back to the *Basic Sentences* of this unit. Cover up the Serbo-Croatian. Read the English silently and test yourself to see how many words and phrases you can say in Serbo-Croatian. Check the words you are uncertain about and after you have gone through the whole list, uncover the Serbo-Croatian and review them. Go through the list once more and continue for at least three times or until you can give the Serbo-Croatian readily for all the expressions.

2. Vocabulary Check-Up

To the Group Leader: Go to the *Basic Sentences*. Read to the group the English equivalents of Serbo-Croatian expressions. Call on different students, not in any fixed order, asking for the correct Serbo-Croatian for the English. This check-up is to be conducted in the same way as the *Vocabulary Check-Up* of Section E.2 of Unit 1. If you have any question about the proper procedure, review the note to *To the Group Leader* in that section. Remember not to spend any time talking about the *why* of the Serbo-Croatian; stick to the *how*.

Before you begin the conversation, check yourself on your ability to speak the Serbo-Croatian you have learned up to this point. As in the *Vocabulary Check-Up* of Unit 1, the Group Leader will ask you to supply in turn the Serbo-Croatian expressions for the English equivalents which he reads from the *Basic Sentences*. Figure out how to say the Serbo-Croatian for each English phrase or sentence whether it is your turn to speak or not. Only in this way can you get the most value out of the *Check-Up*. If there is much of the Serbo-Croatian which you don't know, review the *Basic Sentences* at the first opportunity outside of the group meeting.

3. Conversation

To the Group Leader: Read the following directions with the class. After going through the outlined conversations, encourage the students to strike out for themselves. Spend all the time you can on free conversation practice in an effort to get to the point where students can speak easily and smoothly with a minimum of *ums* and *ers*.

The Group Leader will assign parts and will ask you to reproduce the conversational situations which follow. Act your part. Don't be afraid to vary the conversation if you are sure of your Serbo-Croatian and use the

Serbo-Croatian you have learned in Unit 1 as well as that of Unit 2. Continue this practice until everyone can speak any part of the conversations even though slight changes in the situations are introduced.

1. *You meet Miss Jovich on the street and exchange greetings with her:*
   1. She says how do you do and asks how you are.
   2. You say how do you do, you're fine, thanks, how are she and her mother?
   3. She says they're fine, thanks, and asks where you're going.
   4. You say you're going to the movies.
   5. She asks who you are going with?
   6. You say you're going with Mr. Janko; does she know him?
   7. She says no, she doesn't believe she knows him.
2. *The policeman who arrested you for going through a red light has taken you to the police station. There you are questioned:*

   Who are you?—Say you're an American.

   What's your name?—Give your real name.

   Where do you come from?—Tell the officer the name of your home town.

   Where are you living now?—Tell him Belgrade (or Zagreb).

   Where do you live here?—Tell him the ——— (giving the name) Hotel.

   What are you doing?—Say you're learning Serbian (or Croatian).

When you can do these conversations rapidly and without hesitation, strike out for yourself and initiate a conversation. Try to use as many as possible of the phrases you have learned in this unit. But do not waste time attempting to say things not found in this unit. Your possibilities are limited here, but as you go on through this manual, they will become ever larger and you soon will be able to talk at length about many different things.

Section F—Conversation (*Cont.*)

Continue the conversations started in Section E. If necessary to make the conversations smoother and more successful, review Section E.1 and 2.

FINDER LIST

This is a complete alphabetical list of all the words and expressions used in this unit which are in any way new or unusual. From now on we shall not repeat words which have been drilled sufficiently in previous units. This list is for reference only, but you should know all these before going on to the next unit.

In this list new verbs are now given in the form you have learned means 'he, she, or it (does so-and-so)'. Any other form not explained in your *Word Study* is also included.

a	а	and, but
Amerikaánac	Американац	an American
iz Amèrikee	из Америке	from America
u Amèrici	у Америци	in America
u Beògradu	у Београду	in Belgrade
ćemo	ћемо	we will
da	да	that
dànas	данас	today
dòbra	добра	good (before such words as *sl̃ka*)
dràago	драго	pleasing (as in *dràago mi ji*)
ga	га	him
sa gospòdinom	са господином	with Mr. (so-and-so, giving the name)
gòspodjo	госпођо	Madam!
gòvorii	говори	he's speaking
u hoteélu	у хотелу	in the hotel
i	и	also
ìći	иħи	to go
ìdee	иде	he's going
ìme	име	name
Iz	из	from
jèste li	јесте ли	are you?
Jòvan	Јован	John
u kiíno	у кино	to the movie
kò	ко	who?
màajka	мајка	mother
màlo	мало	little
mi	ми	to me
mìi	ми	we
mòoj	мој	my (before words like *sùprug*)
mòja	моја	my (before words like *màajka*)

mòju	моју	my (before words like *sùprugu*)
mòje	моје	my (before words like *ìme*, *ròditelje*)
mòže	може	he can, he's able
njègove	његове	his (before such words as *ròditelje*)
òčevo	очево	father's (before such words as *ìme*)
òdaakle	одакле	from where?
òna	она	she
òni	они	they
òn	он	he
pa dabòme	па дабоме	certainly, of course
je pòzdravio	је поздравио	(he) sent greetings
pòznaa	позна	he's acquainted with, he knows (a person)
da prèstaviim	да преставим	may I present
ràadii	ради	he works, is doing
ròditelje	родитеље	parents
sàda	сада	now (the same as *sàd*)
skìm	ским	with whom?
skùpa	скупа	together
slìka	слика	picture
snàma	снама	with us
spòrijee	спорије	slower
sùprug	супруг	husband
sùpruga	супруга	wife
sùprugu	супругу	(the same but used in different positions)
u sŕbiji	у србији	in Serbia
sùvišee	сувише	too much, too
svì	сви	all
u	у	in, into, to (depending on the form following)
ùčii	учи	he's learning
vàm	вам	to you
vàša	ваша	your (before such words as *màajka*)
vèć	већ	already
vjèruje	вјерује	he believes

bi vòlio	би волио	I would like	*žào*	жао	sorrowful (in such a combination as *žào mi je*)
vŕlo	врло	very			
znàa	зна	he knows	*žíivii*	живи	he lives
nè znaa	не зна	he doesn't know (this is usually written as one word: *nèznaa*)	*žíivee*	живе	they live

UNIT 3

WHAT'S YOUR TRADE

SECTION A—BASIC SENTENCES

To the Group Leader: Read carefully the note *To the Group Leader* preceding Section A of Unit 2. Then go through the *Basic Sentences* once, and take up the *Hints on Pronunciation*. Go through the *Basic Sentences* at least twice more individually, paying especial attention to pronunciation.

Go through the *Basic Sentences*, in unison, in the same way you did for Section A of the preceding unit. Be sure to put plenty of life into your repetition of the sentences. After you have gone through the *Basic Sentences* once in unison and have done the *Hints on Pronunciation*, come back to the *Basic Sentences*. Pay particular attention to the points of pronunciation you have just been working on and go through the sentences at least twice more individually.

1. Basic Sentences

Record 5B, beginning.

Two Yugoslavs, Adam and Branko, meet for the first time in many years and discuss their jobs and families.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL CYRILLIC SPELLING
	Adam	
with what	*čìim*	чим
you occupy yourself	*se zàniimaate*	се занимате
What's your job now, Branko?	*Čìim se vìi sàda zàniimaate, Bràanko?*	Чим се ви сада занимате, Бранко?
	Branko	
waiter	*kònobaar*	конобар
I'm a waiter.	*Jàa sam kònobaar.*	Ја сам конобар.

still	*jòš*	још
barber	*brìća*	брица
Are you still a barber?	*Jèste li vȉ jòš brìća?*	Јесте ли ви још брица?
	Adam	
Yes, I'm a barber.	*Jèste, jàa sam brìća.*	Јесте, ја сам брица.
	Branko	
your son	*vàš sȉn*	ваш син
And your son?	*A vàš sȉn?*	А ваш син?
	Adam	
my son	*mòoj sȉn*	мој син
student	*djàak*	ђак
My son's a student.	*Moòj sȉn je djàak.*	Мој син је ђак.
	Branko	
he must	*mòoraa*	мора
(to) be	*bȉti*	бити
big fellow	*vèlikii momak*	велики момак
He must be a big fellow by now.	*Òon vèć mòoraa bȉti vèlikii mòmak.*	Он већ мора бити велики момак.
	Adam	
but	*àli*	али
him	*njèga*	њега
I consider	*smàatraam*	сматрам
as	*kào*	као
child	*dijéte* (*deéte*)	дијете (дете)
Yes, but I still think of him as a child.	*Jèste, ali jàa njèga smàatraam jòš kao dijéte* (*deéte*).	Јесте, али ја њега сматрам још као дијете (дете).

of sons
Do you have any sons?

sinoóvaa
Dà li vì imaate sinoóvaa?

синова
Да ли ви имате синова?

Branko

of a son
Yes, I have three sons.

sìina
Jèste, jàa imaam trìi sìina.

сина
Јесте, ја имам три сина.

Adam

they
What do they do?

òni
Štà òni ràadee?

они
Шта они раде?

Branko

doctor
One's a doctor.

ljječniik (ljèčniik)
Jèdan je ljječniik (ljèčniik).

лијечник (лечник)
Један је лијечник (лечник)

second
soldier
The second's a soldier.

drùgii
vòjniik
Drùgii je vòjniik.

други
војник
Други је војник.

Adam

third
What does the third do?

trèćii
Štà trèćii ràadii?

трећи
Шта трећи ради?

Record 6A, beginning.

Branko

tailor
The third's a tailor.

kròjaač
Trèćii je kròjaač.

кројач
Трећи је кројач.

Adam

I haven't seen	*nìísam vìdeo*	нисам видео
your brother	*vàšega bràta*	вашега брата
for a long time	*dùgo*	дуго
I haven't seen your brother for a long time; what's he doing now?	*Nìísam vìdeo vàšega bràta vèć dùgo; štà òon sàda ràadii?*	Нисам видео вашега брата већ дуго; шта он сада ради?

Branko

my brother	*mòoj bràt*	мој брат
shoemaker	*cipèlaar*	ципелар
My brother's a shoemaker.	*Mòoj bràt je cipèlaar.*	Мој брат је ципелар.

Adam

it seems to me	*mèni se čìnii*	мени се чини
one son	*jèdnooga sìina*	једнога сина
It seems to me he has a son.	*Mèni se čìnii da òon ìmaa jèdnooga sìina.*	Мени се чини да он има једнога сина.

Branko

his son	*sìin mu*	син му
clerk	*pìsaar*	писар
in the bank	*u bànci*	у банци
Yes, his son's a clerk in the bank.	*Jèste, sìin mu je pìsaar u bànci.*	Јесте, син му је писар у банци.

Adam

father	*òtac*	отац
What's your father do?	*Čìm se vàš òtac zànìimaa?*	Чим се ваш отац занима?

was	*je bȉo*	је био
He was a doctor	*Òon je bȉo lȉječniik (lȉečniik)*	Он је био лијечник (лечник).
first	*pȓvii*	први
like my first son,	*kȁo i mòoj pȓvii sȉin,*	Као и мој први син
any more	*vȉšee*	више
but he doesn't work any more	*ali òon vȉšee nè raadii*	али он више не ради.
	Adam	
daughter	*kćȅer*	кћер
also	*takoódjer*	такође̄р?
Do you have a daughter, too?	*Ìmaate li vȉ i kćȅer takoódjer?*	Имате ли ви и кћер такође̄р?
	Branko	
my daughter	*mòja kćȉ*	моја кћи
in the hospital	*u bólnici*	у болници
nurse	*bólničaarka*	болничарка
Yes, my daughter's a nurse in the hospital.	*Jèst, mòja kćȉ je u bólnici kao bólničaarka.*	Јест, моја кћи је у болници као болничарка.
	Adam	
married	*ùdaata*	удата
My daughter's married.	*Mòja kćȉ je ùdaata.*	Моја кћи је удата.
her husband	*njȅen mùuž*	њен муж
engineer	*inžȉniir*	инжинир
Her husband's an engineer.	*Njȅen mùuž je inžȉniir.*	Њен муж је инжинир.

Record 6B, beginning.

paid
Is he well paid?

Branko
plàaćen
Jè li òon dòbro plàaćen?

плаћен
Је ли он добро плаћен?

he earns
money
Yes, he earns good money.

Adam
slùužii
nòvac
Jèst, òon slùužii dòbar nòvac.

служи
новац
Јест, он служи добар новац.

engineers
they are
paid
Engineers are well paid.

inžiníri
su
plàaćeni
Inžiníri su dòbro plàaćeni.

инжинири
су
плаћени
Инжинири су добро плаћени.

I really should
to work
[Well], excuse me, but I really should go to work now.

Branko
jàa bi moórao
raádìti
Izvànite, ali jàa bi moórao sàda ići raádìti.

ја би морао
радити
Извините, али ја би морао сада ићи радити.

Goodbye.

Zbògom.

Збогом.

immediately
I have to go right now, too.

Adam
òdmah
Ì jaa mòoraam òdmah ići.

одмах
И ја морам одмах ићи.

we've met
again
I'm glad we met again.

Branko
smo se sàstali
òpeet
Dràago mi je dà smo se òpeet sàstali.

смо се састали
опет
Драго ми је да смо се опет састали.

	Adam	
come!	*doódjite*	дођите
sometime	*nèkad*	некад
at me	*kòd mene*	код мене
that we may converse	*da se razgòvaaraamo*	да се разговарамо
Come over to my place sometime so we can talk a little.	*Doódjite nèkad kòd mene da se màlo razgòvaaraamo.*	Дођите некад код мене да се мало разговарамо.
to	*do*	до
of seeing	*vidjeénja*	виђења
See you later!	*Do vidjeénja!*	До виђења!
	Branko	
Good, so long!	*Dòbro, do vidjeénja!*	Добро, до виђења!

Before you go through the *Basic Sentences* a second time, study the following:

2. Hints on Pronunciation

To the Group Leader: Follow the same procedure as for the *Hints on Pronunciation* of Unit 1. Have the group read and discuss the explanations, and then go through the *Practices* with the Guide or phonograph record.

1. *Serbo-Croatian h.*

If you have been using the phonograph records, you have probably noticed that the ***h*** sound is different from the English ***h*** sound as in ***hole***, ***have***, ***hot***, etc. To make this sound place your tongue as if you were going to pronounce ***k*** as in ***king*** but instead of pressing it hard against the back of your mouth and then letting it go suddenly as you do for ***k***, leave it there pressing lightly and let a little air through. It will sound as if you are clearing your throat. This is the sound which is usually represented by ***h*** as you find it on the records. Here are some examples:

PRACTICE 1

Record 6B, after first spiral.

hòteel	hotel
hvaála	thanks
hljèba	of bread
òdmah	immediately

Notice that Serbo-Croatian *h* is found and is pronounced at the end of words.

This pronunciation of *h* is not found all over Jugoslavia, and your Guide may or may not use it (if you are working with a Guide). He may use a sound more like English *h*, a stronger *h* of the type spoken on the records, or he may leave it out altogether! Sometimes a *v* is used in place of *h*. Always follow your Guide's pronunciation if you have one.

2. *Consonant Groups.*

Although most of the consonants in Serbo-Croatian are familiar to you, you are perhaps finding difficulty with some of the ways consonants are grouped together. You can easily pronounce *g* (our *g* as in *good*) and *dj* (almost like our *j* as in *jeep*), but the word *gdjè* looks a little strange. Do not be afraid of these unusual (to you) combinations as pronouncing them is merely a matter of habit. You are not in the habit of pronouncing this group. Try saying *g*, then *dj*, then one right after the other: *g-dj-g-dj-g-dj*. Now say *g-dje, g-dje, g-dje* faster and faster. You'll find you're saying *gdjè* just as you should. Do this with each group which seems strange to you. Here are a few groups which may have bothered you (*gdj-*, *hlj-*, *zdr-*, *ml-*, and *zb-*):

PRACTICE 2

Record 6B, after second spiral.

gdjè	where
hljèba	of bread
zdràvo	hello
zdràavlje	health

mlijéka	of milk
mlàad	young
zbògom	good-bye
zbòr	assembly

Now go through the *Basic Sentences* once more individually and with your book open. As you repeat after your Guide, keep your eyes on the *Aids to Listening* and note in particular the examples of the sounds discussed. Again do not hesitate to ask your Guide to repeat if you are uncertain about any sound.

Finally, go through the *Basic Sentences* at least once again individually. Keep your book closed, listen carefully to your Guide and make sure that your pronunciation satisfies him.

Section B—Word Study

1. Word Study (Individual Study)

As in Section B.1 of Unit 2, read the words and expressions in each list and make sure that you understand the meaning of the Serbo-Croatian. Then read the comments which follow each list. When you have finished the *Word Study* ask other members of the group about points which are not clear to you.

A. PRONOUNS

Group 1

JÀA sam kònobaar	I'm a waiter
JÀA dòlaziim	I'm coming
razùmijete li vȁi MÈNE?	do you understand me?
dràago MI je	it's pleasing to me
dàajte MI čàšu vòdee	give me a glass of water
MÈNI se čìnii	it seems to me

Group 2

VÎI gòvoriite sìpski	you speak Serbian
VÎI ste iz Amèrikee	you're from America
jàa VÀAS razùmijem	I understand you
mòliim VAS	I beg you
da VAM prèstaviim mòju sùprugu	may I present (to you) my wife

Group 3

ÒON je dòbro plàaćen	he's well paid
jàa NJÈGA smàatraam kao dijéte	I consider him a child
pòznaam GA	I know him
sîin MU je pìsaar	his son's a clerk

In Group 1 the emphasized words all refer to the person who is speaking, 'I', 'me', 'to me', etc. We put them into one group for this reason. The first form, *jàa*, is used as we use 'I', as in '*I*'m a waiter', '*I*'m coming'. The second form, *mène*, is used like 'me' in such sentences as 'he hit *me*', 'do you understand *me?*'. The third form, *mi*, is used like English 'to me, for me' or the 'me' in 'give *me*'. Notice that in English you say 'give *me* a book' but 'give it *to me*'. Serbo-Croatian uses the same form, *mi*. Our last example, *mèni*, is simply a longer form of *mi* and is usually used for emphasis, 'it seems to *me!*'. There is a corresponding short form of *mène*, so you have *me, mène; mi, mèni*.

In Group 2 we have the corresponding forms of 'you'. The word *vîi* is used like *jàa*, that is, in such sentences as 'you are', 'you know', 'you speak' etc. We have *vàas* (short form *vas*) corresponding to *mène* and used in the same way, for example after a verb as in 'I understand *you*'. In English you use the same form for 'you' in '*you* understand me' and 'I understand *you*', but in Serbo-Croatian you have two different forms, just as you do for 'I' and 'me'. Our last form in this group, *vam* (which has a longer form *vàma*) corresponds to *mèni, mi* and means 'to you, for you' or 'you' as in 'I gave *you* a book'.

Our third group of forms is now very easy to group with the others. *òon* is 'he', *njèga* and *ga* are 'him' and *mu* (which has a long form *njèmu;* compare *njèga, ga*) is 'to him'. Our last sentence is really 'the son *to him* is a clerk'. We may now group all our forms together. Forms we haven't had but which we've learned in this discussion by comparison with other forms are emphasized.

	Group 1		Group 2		Group 3	
Form 1	*jȁa*	I	*vȉ*	you	*ȍoʁ*	he
Form 2	*mène, ME*	me	*vàas, vas*	you	*njèga, ga*	him
Form 3	*mèni, mi*	to me	*VÀMA, vam*	to you	*NJÈMU, mu*	to him

These 'forms' have names which we may use as convenient labels. Form 1 is called 'nominative', Form 2 'accusative' and Form 3 'dative'. These forms are known as 'cases', so we speak of *jȁa* as being in the 'nominative case', *mène* as being 'accusative' or in the 'accusative case', etc.

These pronouns are often referred to as 'personal' pronouns. Group 1 pronouns are those of the 'first person', Group 2 those of the 'second person' and Group 3 those of the 'third person'. The 'first person' pronouns refer to the person speaking (I, we), the 'second person' ones to the person spoken to (you) and the 'third person' ones to those spoken about (he, she, it, they).

B. NOUNS

Group 1

mòoj SÌIN je DJÀAK	my son's a student
mòoj BRÀT je CIPÈLAAR	my brother's a shoemaker
SÌIN mu je PÌSAAR	his son's a clerk
nijsam vȉdeo vàšega BRÀTA	I haven't seen your brother
òon ìmaa jèdnooga SÌINA	he has one son

Group 2

mòja KĆÌI je u bólnici	my daughter's in the hospital
ìmaate li vȉi KĆÈER	do you have a daughter?

Group 3

mòja SÙPRUGA nè znaa sȓpski	my wife doesn't know Serbian
da vam prèstaviim mòju SÙPRUGU	may I present my wife

Group 4

u kòliko saátii pòčinjee KIĺNO?	what time does the movie begin?
ìdeemo u KIĺNO	we're going to the movie

In Group 1 the words *sîin*, *djàak*, *cipèlaar*, *brât*, and *pîsaar* correspond to the pronoun *òon* 'he'. You could say '*he*'s a student,' *he*'s a shoemaker', '*he*'s a clerk'. In other words, these nouns are all in what we have called the 'nominative case'. Notice that they all end in consonants, *n*, *k*, *r*, and *t*. The words *bràta* and *sîina* correspond to *ga* or *njèga* 'him', as 'I haven't seen *him*' and are therefore in the 'accusative case'. They both end in *-a* which we may call the 'accusative ending' for these nouns.

In Group 2 we have the forms *kćîi* and *kćèer*, one corresponding to 'she' ('*she*'s in the hospital') and the other to 'her' ('do you have *her*?'). So we recognize *kćîi* as nominative and *kćèer* as accusative. This noun is a rather special one.

In Group 3 we have a form ending in *-a* (*sùpruga*) and one in *-u* (*sùprugu*). The form in *-a* may be replaced by 'she' ('*she* doesn't know') and so is nominative. The form in *-u* may be replaced by 'her' ('may I present *her*') and so is accusative.

In Group 4 both our forms are the same and end in *-o*, *kîino*. If you use 'he' and 'him' in place of *kîino* you see that you again have nominative and accusative. In other words, the nominative and accusative of this noun are the same (compare English 'it').

We have now found four different kinds of nouns. The first group usually ends in a consonant in the nominative and often refers to men or male things (*brât*, *sîin*, *pîsaar*). We call these nouns 'masculine' (abbreviated *masc.* or *m.*). The second and third groups refer frequently to women or female things (*kćîi*, *màajka*, *sùpruga*) and are called 'feminine' (abbreviated *fem.* or *f.*). There are two kinds of feminine nouns, those in the *kćîi* group (which we call feminine *-i* nouns, the reason for which we shall see later) and those in the *sùpruga* group (feminine *-a* nouns). The fourth group is called 'neuter' and usually ends in *-o* in the nominative (and accusative). The nouns in this group are often the names of things (*kîino*). The abbreviation is *neut.* or *n.* Our four groups are then:

	m.	f.-*i*	f.-*a*	n.
Nom.	*brât*	*kćîi*	*sùpruga*	*kîino*
Acc.	*bràta*	*kćèer*	*sùprugu*	*kîino*

(Note: in testing any form to decide what case it's in, don't forget that English *me*, *her*, *him* may correspond to a Serbo-Croatian *dative* as well as accusative, as in 'give me (her, him) a drink of water'. Here the Serbo-Croatian would have the dative. Contrast 'give him to me' where *him* would be accusative in Serbo-Croatian and the *to me* dative.)

Notice that in our examples we often have words before the noun like *my*, *your*, etc. As we noticed that masculine nouns like *sîin* and *brât* end in consonants, we notice now that the form of *my* ends in a consonant before both *sîin* and *brât*, that is, you say *mòoj sîin* and *mòoj brat*. On the other hand you say *mòja màajka*, *mòja sùpruga*, where the word for *my* has the vowel *-a*

just as *màajka* and *sùpruga*. But you also say *mòja kćĺi*. So we see that though *kćĺi* and *màajka* belong to different groups, that is, have different endings, they are alike in regard to the endings the words with them have.

C. HOW YOU USE YOUR FORMS, NOMINATIVE

Your main aim now is to be able to quickly and naturally use the groups of words (sentences) which you have had in the corresponding situation (see the section: *What Would You Say?*) However, when you begin to make up new combinations you must know what group your noun or pronoun belongs to and what form it has in the combination you are making. You will make mistakes, of course, but if you have a Guide, he will repeat your sentence using the right form. Repeat the correct sentences after him. As you do this and constantly repeat the *Basic Sentences* you will get a feel for what form you should use, just as a child does in Jugoslavia.

These combinations are not haphazard but follow definite rules. These rules will be given to you as you get the material in your *Basic Sentences*. In the following sentences you have examples using the nominative case. Both nouns and pronouns are given to show you where a pronoun can be used in the same place as a noun.

Group 1

JÀA sam KÒNOBAAR	I'm a waiter
ÒON je AMERIKAÁNAC	he's an American
mòoj BRÀT je CIPÈLAAR	my brother's a shoemaker
ÒNA je ÛDAATA	she's married
mòja KĆĬI je BÓLNIČAARKA	my daughter's a nurse
jèste li VÌI jòš BRIĺCA	are you still a barber?

Group 2

JÀA ımaam trli slina	I have three sons
VÌI gòvoriite sŕpski dòbro	you speak Serbian well
ımaate li VÌI kćèer?	do you have a daughter?
ÒON slùužii dòbar nòvac	he earns good money

MÌI živìimo u Hoteélu Pàlas
mòoj SÙPRUG i JÀA ìdeemo u kìno

we live in the Hotel Palace
my husband and I are going to the movie

In our discussions of the Serbo-Croatian nouns and pronouns we have used the differences between English *I* and *me*, *he* and *him*, etc. to help throw light on the different forms in Serbo-Croatian and how they are used. We may also use them here to help us understand how the nominative case is used. In Group 1 we have nouns and pronouns used with forms of the verb 'to be': *am*, *is*, *are*. You probably remember that the traditional rules in English grammar teach you to say '*I* am *he*' instead of the ordinary 'I'm him'. In Serbo-Croatian you always say 'I am he'—*jàa sam òon*, and in the same way a noun in place of *òon* would be in the same case—nominative, *jàa sam kònobaar*. The same is of course true with *je* 'is', *ste* or *jèste* 'are', etc. Whenever you say one thing *is* another and use a form of the verb 'to be', you use the nominative of both things, whether they're nouns or pronouns.

In Group 2 you have pronouns and nouns used with other verbs. Here also, just as you say '*I* have', '*he* earns', etc. in English, you use the nominative case in Serbo-Croatian. Note that in these cases the pronoun or noun indicates the one who is doing the action such as speaking, earning, going, etc. or the one who *has* or *lives*, etc. A noun or pronoun in the nominative case used with a verb in this way we call the *subject* of the verb.

D. QUESTIONS IN SERBO-CROATIAN

Group 1

KÀKO je òon?	how is he?
KÒLIKO je saátii?	what time is it?
ŠTÀ je tòo?	what's that?
KÒLIKO tòo stòjii?	how much does that cost?
GDJÈ je hòteel?	where's the hotel?
ÒDAAKLE vi dòlaziite?	where do you come from?
KÒ je gospòdin Dèliić?	who is Mr. Delich?
ČÌIM se vi zàniimaate?	with what do you occupy yourself?

Group 2

PÒZNAATE LI mòje ròditelje?	do you know my parents?
JÈSTE LI vȉ gospòdin Jóvić?	are you Mr. Jovich?
GÒVORIIM LI jàa sùviše brȓzo?	am I speaking too ast?
MÒŽETE LI vȉ ȉći snàma?	could you come with us?
ÌMAATE LI vȉ kćeèr?	do you have a daughter?
JÈ LI òon dòbro plàaćen?	is he well paid?

Group 3

DÀ LI vȉ ȉmaate sinoóvaa?	do you have any sons?
JÈLI vȉ razùmijete mène dòbro?	do you understand me well?

Group 4

a vȉ?	and you?
à, vȉ ste iz Amèrikee?	ɔh, you're from America?

These examples show you most of the ways questions are made in Serbo-Croatian. Going through the first group we find that every sentence has a 'question word' like 'how?', 'where?', 'who?', etc. Notice that the unaccented words *je* and *se* always come immediately after the question word.

Our next two groups have 'question particle' *li*. This particle can never come at the beginning of a sentence. In the first group (2) the verb is first in the sentence and *li* follows it. The next group shows *da* plus *li* and *jèli* (*jè* plus *li*), both of which come at the beginning of the sentence, used to form questions. You could substitute *dà li* or *jèli* in each of the other sentences and it would have the same meaning:

DÀ LI (or *JÈLI*) *vȉ pòznaate mòje ròditelje?*

DÀ LI (*JÈLI*) *jàa gòvoriim sùvišee brȓzo?*, etc.

or you could substitute simple *li* for the *dà li* or *jèli*:

ȉmaate LI vȉ sinoóva?

razùmijete LI vȉ mène?

This *li* (whether alone or in *dà li* or *jèli*) is always the sign of a question. Notice the difference between *jèli*, the question particle, and *jè li* 'is he?' as in *jè li òon dòbro plàaćen?* There is no difference in pronunciation and the different writing is merely for convenience to help distinguish the two.

Our last two examples are spoken in a questioning tone like their English translations ('and you?'). Here only the tone of your voice shows that it is a question.

We have so far studied, then, three kinds of questions in Serbo-Croatian: 1. those introduced by question words such as 'where?', 'how much?', 2. those with question particles (*li*, *dà li*, *jèli*), 3. those which are questions because of the tone of voice used.

2. Covering English and Serbo-Croatian of Word Study (Individual Study)

Before you leave the *Word Study*, cover the English equivalents in each list and make sure that you know the meaning of every Serbo-Croatian expression. Then cover the Serbo-Croatian and see if you can say each Serbo-Croatian expression when you are looking only at the English.

3. Review of Basic Sentences

Review the first half of the *Basic Sentences*. Repeat individually with books closed. Work always to perfect your pronunciation; keep the meaning in mind; and observe examples of the points in *Word Study* you have just covered.

Section C—Review of Basic Sentences

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*. Follow the procedure suggested above.

2. Covering the English of Basic Sentences (Individual Study)

Go back to the *Basic Sentences* in Section A, cover the English and test yourself by reading the Serbo-Croatian, just as you did in Section C of the previous unit. If you are not sure about the meaning of any words or phrases, when you have finished reading the *Basic Sentences* aloud, uncover the English and look up their meaning. Keep this up until you know all the meanings completely.

3. Word Study Review (Individual Study)

Below is a group of exercises which will drill you on what you have learned in the *Word Study*. Work through each exercise carefully, doing what is asked for and trying to pronounce the words and phrases as you

think your Guide would say them. Do not write anything down in your book or elsewhere. If you cannot do the exercises rapidly, review the *Word Study*. Be prepared to give the complete expressions when the Group Leader calls on you for them.

A. Drill on noun forms. Say each of the following sentences, using the correct Serbo-Croatian equivalent for the English in parentheses.

1. *Vìdiite li vȉi* (the waiter)?
2. *Gdjè je* (a doctor)?
3. *Mòoj bràt je* (a soldier), *ali mòoj òtac je* (a tailor).
4. *Nȉtsam vȉdeo* (a restaurant) *oóvdje.*
5. *Jàa ȉmoѧm* (a daughter) *takoódjer, ali òna je ùdaata.*
6. *Jàa ѕam* (a big fellow), *ali mòoj* (father) *me smàatraa jòš kao dijéte.*
7. *Pòznaate li mòju* (wife)?

B. Change each of the following statements into a question, using *li*, *dà li* or *jèli*. For example: *vȉi ste brȉtca; jèste li vȉi brȉtca?*

1. *Vȉi dòlaziite ız Nèv Jorka.*
2. *Gostiònica je u hoteélu.*
3. *Vȉi ȉdeete u kȉno.*
4. *Vȉi ȉmaate i kćèer takoódjer.*
5. *Inžiniȉri su dòbro plàaćeni.*

C. Put the correct form of the Serbo-Croatian pronoun for the English in parentheses in the following sentences:

1. (He) (me) *pòznaa vȑlo dòbro.*
2. *Štà ste* (to him) *kaázali?*
3. *Razùmijete li* (you) (him)?
4. *Jèste,* (I) (you) *pòznaam.*
5. *Dàajte* (him) *čàšu vòdee.*

4. What Would You Say? (Individual Study)

In the following exercise you have certain situations presented for which you are to choose the correct expression in Serbo-Croatian. Read the situation, *repeat aloud all of the statements for each situation*, and then indicate for the next class meeting the statement which fits the situation best.

1. You meet a friend you haven't seen for years and ask what he's doing now. You say:
   a. *Mòoj siin je djàak.*
   b. *Čìim se vìi zàniimaate?*
   c. *Jèdan je lìječniik.*
2. He answers that he's a barber.
   a. *Òon je dòbro plàaćen.*
   b. *Jàa sam briíca.*
   c. *Inžiniíri su dòbro plàaćeni.*
3. He says he has three sons.
   a. *Jàa ìmaam trìi sìina.*
   b. *Štà trèćii ràadii.*
   c. *Drùgii je vòjniik.*
4. You say you're glad that you've met again.
   a. *Doódjite kòd mene da se razgòvaaraamo.*
   b. *Dràago mi je dà smo se òpeet sàstali.*
   c. *Jèste, ali òna je ùdaata.*
5. You ask what his brother's doing, and he says:
   a. *Jèste, sìin mu je pìsaar u bànci.*
   b. *Niísam vìdeo vàšega bràta vèć dùgo.*
   c. *Mòoj bràt je cipèlaar.*
6. He says that he still thinks of him as a child.
   a. *Òon već mòoraa bìti vèlikii mòmak.*
   b. *Izvìnite, jàa mòoraam òdmah ìći.*
   c. *Jèste, ali jàa njèga smàatraam jòš kao dijéte.*

Section D—Listening In

1. What Did You Say?

To the Group Leader: Follow the same procedure as for Section D of Unit 2. Call on different students (not in any fixed order) to give their answers in Serbo-Croatian for the exercise *What Would You Say?* in Section C.4 of this Unit. Encourage them to give the answers directly and not from the books, if possible. Then check on the students' knowledge of the meaning in English of the different expressions in Serbo-Croatian.

Go back to the last exercises in the preceding section. The Group Leader will call for your answers in Serbo-Croatian for the exercises. If you can, give the correct answers without reading from the book. Other members of the group will criticize the choice made if they disagree. The Group Leader will then call for the English equivalents of all the expressions in the exercises.

2. Word Study Check-Up

To the Group Leader: Follow the same procedure as for this part of Section D of Unit 2. Call on various students for the correct Serbo-Croatian for the English equivalents of the expressions given in the *Word Study*. Make sure that all the students have learned the material thoroughly.

As a final exercise, call for the answers to the exercises in *Word Study Review*, in Section C.3.

Go back to the *Word Study* in Section B. The Group Leader will ask different members of the group to give the correct Serbo-Croatian for the English equivalents of the expressions you went over in the *Word Study*. Be sure you are able to give the correct form without having to read it from the book. If you have any difficulty, review the *Word Study* thoroughly. As a final check the Group Leader will call for your answers to the exercises in the *Word Study Review* (Sec. C.3).

3. Listening In

To the Group Leader: Follow the same procedure as for *Listening In* in Section D.3 of Unit 2. Check up on meaning at the end of each conversation on the first time through; then, after the second time through, assign parts and have the students read the conversations.

Keep your book closed while the Guide reads the following conversations, or while they are played on the phonograph, and repeat the Serbo-Croatian immediately after hearing it. At the end of each conversation, check up on the meaning of any word or phrase about which you are in doubt, either by asking some other member of the group or by going back to the *Basic Sentences* if no one knows.

Go through the conversations again, with your books open, being sure to imitate carefully and to keep in mind the meaning of everything you are saying. Then take turns speaking the parts. Make the conversations real. Say your part as though you meant it.

1. Janko tries to persuade his friend Branko to join him in a trip to the movies.

Record 6B, after third spiral.

Branko: *Dòbro vèčeer, Jàanko, gdjè (gdè) ìdeete?*

Janko: *Jàa ìdeem u kìino.*

Branko: *Jàa nìtsam vìdio kìino vèć dùgo. Jè li dòbra slìka tàmo?*

Janko: *Jèste, i jèftino je.*

Record 7A, beginning.

Branko: *Kòliko stòjii?*
Janko: *Trìdeset dìnaaraa.*
Branko: *Tòo je skuúpo!*
Janko: *O, doódjite!*
Branko: *Nè možem sàda. Ràadiim u hoteélu i mòoraam bìti tàmo.*
Janko: *U kòliko saátii?*
Branko: *U dèvet i trìdeset.*
Janko: *Vìi mòžete ìći ako žèliite.*
Branko: *Hvaála, ali sàda nè možem.*
Janko: *Vrlo dòbro, àli mi je žào da nè možete ìći. Làku nòoć.*
Branko: *Ìći ćemo nèkad, Jàanko. Làku nòoć.*

2. Steve and Mary meet Steve's old friend Janko.

Record 7A, after first spiral.

Steve: *Dòbar dàan, Jàanko, kàko vìi?*
Janko: *Vrlo dòbro, Stèevo, a vìi?*
Steve: *Dòbro, hvaála. Da vam prèstaviim mòju kćèer, Mary.*
Janko: *Dràago mi je. Čìim se vìi zànimaate, Mary?*
Mary: *Jàa sam bólničaarka.*
Janko: *Vrlo dòbro, gdjè (gdè) vìi ràadiite?*
Mary: *U bólnici u Beògradu.*
Steve: *Òna je sàda ùdaata.*
Janko: *Jè li? Kò je vàš sùprug, Mary?*
Mary: *Jàa vjèrujem (vèrujem) da vìi njèga znaáte. Òon je inžìniir u Beògradu, Màarko Pètrović.*
Janko: *Òo, jest, jàa ga pòznaam vrlo dòbro.*
Steve: *Izvìnite Jàanko, ali mìi mòoraamo ìći.*
Janko: *Do vidjeénja.*
Steve and Mary: *Do vidjeénja.*

3. Two old friends, Steve and Mićo, meet and discuss their families.

Record 7A, after second spiral.

Steévo: *Zdràvo, Mìićo, gdjè (gdè) je vàš bràt? Nìisam ga vìdeo dànas.*
Miićo: *Òon je jòš u bànci, ràadii.*
Steévo: *Vrlo dòbro. Jè li vàš òtac sàda u Srbiji?*
Miićo: *Nè, òon je u Amèrici.*

Steévo: *Jè li òon tàmo vèć dùgo?*

Miićo: *Jèste, vjèrujem (vèrujem) da je òon vèć sàda dòbar Amerikaánac.*

Steévo: *Čìim se òon zàniimaa?*

Miićo: *Òon je cipèlaar.*

Steévo: *A kàko je vàš stìn sàda?*

Miićo: *Òon je vèć vèlikii mòmak.*

Steévo: *Àli je vàma jòš kào dijéte (deéte). Pòznaate li vìi mòju ććer?*

Miićo: *Nè, gdjè (gdè) je òna i čìim se zàniimaa?*

Steévo: *Òna je u Amèrici i ràadii kao bólničaarka.*

Miićo: *Vřlo dòbro. Jè li òna ùdaata?*

Steévo: *Nè.*

Miićo: *Gdjè (gdè) žìivii?*

Steévo: *Òna je sàda u Čikaágu.*

Miićo: *Dràago mi je dà smo se òpeet sàstali, Stèevo, ali jàa mòoraam bìti u bànci u dvàa sàata.*

Section E—Conversation

1. Covering the Serbo-Croatian in Basic Sentences (Individual Study)

Just as you did in Section E of Unit 2, go back to the *Basic Sentences* of this unit, cover up the Serbo-Croatian and test yourself to see how many words and phrases you can say in Serbo-Croatian when you are looking only at the English.

2. Vocabulary Check-Up

To the Group Leader: As in Unit 2, go around the class calling on various students and asking them "*Kàko se tào kàaže srpskohrvaatskì?*" ('How do you say that in Serbo-Croatian?') for the English equivalents in the *Basic Sentences* with their books closed. If any student does not answer in a reasonable time, do not allow hemming and hawing; call on another student. Make sure that every student speaks loud enough so that all can hear. Do not allow any mumbling. Any student who cannot give satisfactory answers needs more review of the *Basic Sentences.*

As you did in Unit 2, supply the Serbo-Croatian expressions for the English equivalents in the Basic Sentences, when the Group Leader calls on you. Give your answers in a clear, loud voice, so that everyone can hear you.

3. Conversation

To the Group Leader: Follow the same procedure as for Section E.3 of Unit 2. Have the students converse, first following closely the model of the conversations outlined below and then changing the situations slightly.

As you did in the *Conversation* in Section E.3 of Unit 2, first go through the Conversations outlined below, taking turns. As soon as you can speak the parts smoothly, then pass to acting them out in front of the group; keep this up until you can do it easily.

Then you can change the situations somewhat and introduce material from the previous units. Use your imagination in thinking up various combinations of situations. For example:

1. One of the class is an American and the other a native of Jugoslavia being interviewed. The American asks the other's name, where he's from, where his father and mother are, if he has a wife, son or daughter, etc. The other student gives answers to each of these and even exhibits a tendency to talk too much. Make the interview lively.

2. You meet a friend on the street and exchange greetings with him. You haven't seen each other for years so you each inquire what the other is doing now and about each other's families. You ask where he's going and find you are both looking for a restaurant. You go in and order a meal.

SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E. If necessary to make the conversations smoother and more successful, review parts 1 and 2 of Section E.

FINDER LIST

This finder list has all the new words and expressions used in this unit. These, as well as those of the previous two units, are words and expressions which by this time you should know quite well. Remember that new forms of words are not included here if they have been explained in the *Word Study*.

àli	али	but	*u bólnici*	у болници	in the hospital
u bànci	у банци	in the bank	*bólničaarka*	болничарка	nurse
bȕti	бити	to be	*bràt*	брат	brother
je bȉo	је био	was	*brȉtca*	брица	barber

cipèlaar	ципелар	shoemaker
čìm	чим	with what
čìnii se	чини се	it seems
dà li	да ли	(question words)
dijéte (*deéte*)	дијете (дете)	child
djàak	ђак	student
do	до	to
doódjite	дођите	come!
drùgii	други	second, another
dùgo	дуго	long time
djàak	ђак	student
ìmaa	има	he has
inžìniir	инжинир	engineer
inžìniìri	инжинири	engineers
jèdan	један	one
jèdnooga	једнога	one (before such forms as *bràta*)
jòš	још	yet, still
kào	као	like, as
kćìi, kćèer	кћи, кћер	daughter
kòd mene	код мене	at my place, at my home
kònobaar	конобар	waiter
kròjaač	кројач	tailor
ljèčniik (*lèèčniik*)	лијечник (лечник)	doctor
mòmak	момак	young man
mòoraa	мора	he must
moórao bi	морао би	I should
mu	му	to him
mùuž	муж	husband
nèkad	некад	sometime
nìisam vìdeo	нисам видео	I haven't seen
njèen	њен	her (before such words as *mùuž*)
nòvac	новац	money
òdmah	одмах	immediately
òni	они	they
òpeet	опет	again
'ac	отац	father
[illegible]	писар	clerk
plaćen	плаћен	paid (with such forms as *inžìniir*)
plàaćeni	плаћени	paid (with such forms as *inžìniìri*)
prvii	први	first

raáditi	радити	to work
ràadee	раде	they work
razgòvaaraamo se	разговарамо се	we talk
smo se sàstali	смо се састали	we've met
sȉn	син	son
sȉna	сина	son, of a son
sinóva	синова	of sons
slùžii	служи	he earns
smàatraa	сматра	he considers
su	су	they are
takoódjer	такође̑р	also
trèćii	трећи	third
ùdaata	удата	married (used of women)

vàš	ваш	your (before such forms as *bràt*)
vàšega	вашега	your (before such forms as *bràta*)
vèlikii	велики	big, large
vȉdeo	видео	having seen (see *nȉsam*)
vidjeénja	виђења	of seeing
do vidjeénja	до виђења	see you later!
vȉše	више	more
vòjniik	војник	soldier
zànimaa se	занима се	he's occupying himself, he's employed at

UNIT 4

SEEING THE SIGHTS

SECTION A—BASIC SENTENCES

To the Group Leader: From this point on you will need special instructions only when new sections or procedures are introduced in the learning units. With other sections, simply follow the procedures which have been recommended in the first three units and the instructions provided for the group at the beginning of the sections.

Go through the *Basic Sentences* in unison. Then work on the *Hints on Pronunciation* and after that go through the *Basic Sentences* at least twice more individually.

1. Basic Sentences

Record 7B, beginning.

Peter and John are in a city in Jugoslavia. They want to do a few errands and some sight-seeing.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL CYRILLIC SPELLING
	John	
to the railroad station	*na žèljezničkuu (žèlezničkuu) stànicu*	на жељезничку (железничку) станицу
I have to go to the railroad station,	*Jàa mòoraam ìći na žèljezničkuu (žèlezničkuu) stànicu,*	Ја морам ићи на жељезничку (железничку) станицу,
then	*ònda*	онда
into the bank	*u bànku*	у банку
to change	*promijéniti (promeéniti)*	промијенити (променити)
some money	*nòvaacaa*	новаца
and then to the bank to change some money.	*i ònda u bànku promijéniti (promeéniti) nòvaacaa.*	И онда у банку промијенити (променити) новаца.

	Peter	
Do you know where the station is?	*Znaáte li gdjè (gdè) je stànica?*	Знате ли гђе (где) је станица?
	John	
No, I don't.	*Nè znaam.*	Не знам.
	Peter	
to ask	*pitati*	питати
the clerk	*pisaára*	писара
We'll ask the clerk.	*Pitati ćemo pisaára.*	Питати ћемо писара.
	(to the clerk:)	
one goes	*se ìdee*	се иде
How do you get to the station?	*Kàko se ìdee na stànicu?*	Како се иде на станицу?
	Clerk	
why	*zàšto*	зашто
Why are you going there?	*Zàšto ìdeete tàmo?*	Зашто идете тамо?
	Peter	
that I may get	*da ùzmeem*	да узмем
my baggage	*mòju bagaážu*	моју багажу
To get my baggage.	*Da ùzmeem mòju bagaážu.*	Да узмем моју багажу.
	Clerk	
you don't have to	*nè mooraate*	не морате
for that	*zàto*	зато
You don't have to go there for that.	*Vi nè mooraate ìći tàmo zàto.*	Ви не морате ићи тамо зато.

to order	*nareéditi*	наредити
be brought	*se dònese*	се донесе
into the hotel	*u hòteel*	у хотел
We'll have it brought to the hotel for you.	*Mì ćemo nareéditi da vam se tò dònese u hòteel.*	Ми ћемо наредити да вам се то донесе у хотел.
	Peter	
Thank you.	*Hvaála.*	Хвала.
to tell me	*mi rèći*	ми рећи
the bank	*bànka*	банка
Could you tell me where the bank is, too?	*Mòžete li mi takoódjer rèći gdjè (gdè) je bànka?*	Можете ли ми такође рећи где (где) је банка?
	Clerk	
on Miloshev Street	*u Milòševooj ùlici*	у Милошевој улици
The bank's on Miloshev Street.	*Bànka je u Milòševooj ùlici.*	Банка је у Милошевој улици.

Record 8A, beginning.

	Peter	
one comes	*se dòodje*	се дође
easiest	*nàjlàkšee*	најлакше
What's the easiest way to get there?	*Kàko se tàmo dòodje nàjlàkšee?*	Како се тамо дође најлакше?
	Clerk	
into the center	*u sredìnu*	у средину
of the city	*gràada*	града
You have to go into the center of the city.	*Mòoraaće ìći u sredìnu gràada?*	Морате ићи у средину града?

to go	*òtiići*	отићи
by bus	*àutobusom*	аутобусом
if	*ako*	ако
by street car	*tràmvaajem*	трамвајем
You can go by bus or (if you wish by) street car.	*Vi mòžete òtiići àutobusom ili ako žèliite tràmvaajem.*	Ви можете отићи аутобусом или ако желите трамвајем.
the bus	*àutobus*	аутобус
stops	*stàje*	стаје
on the other side	*na drùgooj straáni*	на другој страни
of the street	*ùlicee*	улице
The bus stops on the other side of the street,	*Àutobus stàje na drùgooj straáni ùlicee,*	Аутобус стаје на другој страни улице,
street car	*tràmvaaj*	трамвај
on the corner	*na uúglu*	на углу
and the street car stops over there on the corner.	*a tràmvaaj stàje tàmo na uúglu.*	а трамвај стаје тамо на углу.
would you like?	*bì li vìi vòljeli (vòleli)?*	би ли ви вољели (волели)
to have	*ìmati*	имати
map of the city	*gràdskuu màpu*	градску мапу
Would you like to have a map of the city?	*Bì li vìi vòljeli (vòleli) ìmati gràdskuu màpu?*	Би ли ви вољели (волели) имати градску мапу?
	Peter	
Yes, please.	*Jèste, mòliim vas.*	Јесте, молим вас.

(After the trip to the bank)

let's take a walk	*da se pròšeećemo*	да се прошећемо
through the city	*kròz graad*	кроз град
Let's take a little walk through the city.	*Da se màlo pròšeećemo kròz graad.*	Да се мало прошећемо кроз град.

John

there is	*ìmaa*	има
for	*za*	за
to see	*vȉdjeti (vȉdeti)*	виђети (видети)
What's there to see (here)?	*Štà ìmaa oóvdje (oóvde) za vȉdjeti (vȉdeti)?*	Шта има овђе (овде) за виђети (видети)?

the cathedral	*katedraála*	катедрала
the museum	*mùzej*	музеј
famous	*znàmeniti*	знаменити
The cathedral and museum are very famous.	*Katedraála i mùzej su vȑlo znàmeniti.*	Катедрала и музеј су врло знаменити,

Record 8B, beginning.

them	*ih*	их
to find	*naáći*	наћи
on this map	*na òvooj màpi*	на овој мапи
but I can't find them on this map.	*ali jàa ih nè možem naáći na òvooj màpi.*	али ја их не можем наћи на овој мапи.

	John	
let's ask	*da ùpiitaamo*	да упитамо
this policeman	*òvog stràžaara*	овог стражара
Let's ask this policeman.	*Da ùpiitaamo òvog stràžaara.*	Да упитамо овог стражара.
	(To the policeman:)	
sir	*gospòdine*	господине
we're looking for	*mìi tràažiimo*	ми тражимо
the cathedral	*katedraálu*	катедралу
Excuse me, officer ('sir'), we're looking for the cathedral.	*Izvìnite, gospòdine, mìi tràažiimo katedraálu.*	Извините, господине, ми тражимо катедралу.
	Policeman	
That's the cathedral there, do you see it?	*Too je katedraála tàmo, vìdiite li?*	То је катедрала тамо, видите ли?
from the cathedral	*od katedraálee*	од катедрале
university	*univerzitèet*	универзитет
from it	*òd njee*	од ње
On the left of the cathedral is the University, and on the right of it is the museum.	*Nà lijevo (leevo) od katedraálee je univerzitèet, a nà desno òd njee je mùzej.*	На лијево (лево) од катедрале је универзитет, а на десно од ње је музеј.
	John	
Thank you, sir.	*Hvaála vam, gospòdine.*	Хвала вам, господине.

into the cathedral	*u katedraálu*	у катедралу
to	*na*	на
Shall we go to the cathedral the museum or to the university now?	*Dà li da ìdeemo sàda u katedraálu, mùzej ìli na univerzitèet?*	Да ли да идемо сада у катедралу, музеј или на универзитет?

Peter

let's go	*hàjdemo*	хајдемо
into a restaurant	*u gostiònicu*	у гостионицу
and further	*pà*	па
Let's go to a restaurant and then to the museum.	*Hájdemo u gostiònicu pa ònda u mùzej.*	Хајдемо у гостионицу па онда у музеј.

Before you go through the *Basic Sentences* a second time, study the following:

2. Hints on Pronunciation

1. *dj*

You have probably noticed that there are two pronunciations which we write as *dj*. Since *j* is like *y* in *yes*, we would expect a writing *dj* to reflect a pronunciation *dy* (as in some pronunciations of English *dew*). You find this pronunciation in such a word as *vìdjeti*. Most of the time, however, *dj* stands for a sound which is approximately *j* as in *jeep* but with the tongue against the teeth. This *dj* is pronounced in the same place in your mouth as *ć*. Pronounce English *cheap* and *jeep* but make the *ch* and *j* against your teeth. The first then has *ć* and the second *dj*. The difference is the same as you notice between *t* and *d*, *s* and *z*, *p* and *b*. If you place your finger on your Adam's apple and pronounce these sounds, you'll feel a vibration when you say *d*, *z* and *b* but none for *t*, *s* and *p*. This vibration we call *voicing*. We call *p*, *t*, *s*, *ć*, etc. *voiceless* and *b*, *d*, *z*, *dj*, etc. *voiced*.

Whether *dj* is pronounced as *j* in *jeep* or as *dy* depends on the dialect of Serbo-Croatian you meet. Follow your Guide on this, if you have one; otherwise follow the phonograph records. Sometimes the same word will have both pronunciations of *dj* in the same dialect, as, for example, *gdjè* as spoken by the speaker on the records. Here are some examples of *dj:*

PRACTICE 1

Record 8B, after first spiral.

ọóvdje	here
gòspodjo	madam!
takoódjer	also
djàak	student
vȉdjeti	to see
djèvoojka	girl
djèca	children

2. *Review of Vowel Sounds.*

Be sure that you are pronouncing *i* and *o* correctly. It will help you to know that the English sound *ee* as in *beet* would be spelled *ij* in Serbo-Croatian as it has a *y* sound at the end. In Serbo-Croatian *i* (or *ii*) has no *y* sound after it unless there is actually *ij* in the word. Try saying *eeeeeeee;* then *ee* (English sounds). You will be able to hear the *y* sound you make in *ee* or at the very end of *eeeeeeee*. Try to make your Serbo-Croatian *i* (and *ii*) sounds like the beginning of *eeeeeeee*, without the *y* sound at the end. In the same way, the English *o* sound, as *oa* in *bòat* or *coat* has a *w* sound at the end, and the Serbo-Croatian *o* (or *oo*) does not. Try saying *oooooooo* and *oh*, then *oooooooo* again, stopping before you put the *w* on. Now do it again but make your *o* sound between the *ough* of *ought* and the *oa* of *oat*. Serbo-Croatian *o* not only does not have the *w* at the end but is of a little different quality than the English, in between *aw* and *oh*. Now try these words again:

PRACTICE 2

Record 8B, after second spiral.

čȉm	with what
brȉca	barber
bȉti	to be
sȉn	son
trèćii	third
pȉtati	to ask
sinóvaa	of sons
mòoraam	I must
takoódjer	also
kònobaar	waiter
mòoj	my
dòbro	good

Now go through the Basic Sentences once more individually, with your book open, and once with your book closed.

3. Check Yourself

Are you taking every opportunity to practice your Serbo-Croatian by talking with other members of the group or with Serbo-Croatian speaking people whom you may meet?

Section B—Word Study

1. Word Study (Individual Study).

Work through the following as recommended in the previous units.

A. NOUN FORMS

Masculine nouns

gdjè je HÒTEEL?	where is the hotel?
ÀUTOBUS stàje na drùgooj straáni ùlicee	the bus stops on the other side of the street
TRÀMVAAJ stàje na uúglu	the street car stops on the corner
nà desno òd njee je MÙZEJ	on the right of it is the museum
jèste li vȉi GOSPÒDIN Joóvić?	are you Mr. Jovich?
sȉn mu je PÌSAAR	his son's a clerk
dà vam se tòo dònese u HÒTEEL	that it be brought to the hotel for you
da se pròšeećemo kròz GRAAD	let's walk through the city
mòoraate ȉći u sredȉnu GRÀADA	you have to go into the center of the city
pítati ćemo PISAÁRA	we'll ask the clerk
mȉ žívviimo u HOTEÉLU	we live in the hotel
vȉ mòžete òtiići ÀUTOBUSOM ili TRÀMVAAJEM	you can go by bus or by street car
òon gòvorii sa GOSPÒDINOM Joóvić	he's speaking with Mr. Jovich
izvȉnite GOSPÒDINE	excuse me, sir!

These are examples both of the noun forms we studied in the last unit (the nominative and the accusative) and others. As we go over the examples we see that *hòteel*, *àutobus*, *tràmvaaj*, *mùzej*, *gospòdin* and *pìsaar* are all nominative. Try putting 'he' in place of each of these. The word *pisaára* is accusative (note the *-a* ending). Try putting 'him' in place of it. Now if we put together those we know as nominative and accusative and then arrange the others that look alike we have:

Nom.	*hòteel*	*pìsaar*	
Acc.		*pisaára*	
	u hòteel		*krȍz graad*
	u hoteélu		
			gràada

àutobus	*tràmvaaj*	*gospòdin*
àutobusom	*tràmvaajem*	*gospòdinom*
		gospòdine

The word *hòteel* in *u hòteel* is exactly like the nominative in form, but you can't substitute 'he' for it. You would have to say 'to him' or 'into him'. So although we cannot tell from the *form* what case *hòteel* is, we can see from its *use* that it is accusative. In the same way the *graad* in *krȍz graad* is accusative although the nominative would have the same form. But you remember that our accusative forms for *stìn*, *pìsaar* and *bràt* were *stìna*, *pisaára* and *bràta* with an ending *-a*. There is a very simple rule for this: *stìn*, *pìsaar* and *bràt* are living things, while a hotel is just brick, wood, stone, etc. When a masculine noun designates something which has animal or human life, the accusative has the ending *-a*, as *stìna*, etc.; when it designates something without such life, the accusative is the same as the nominative, as *hòteel* in *u hòteel*, *graad* in *krȍz graad*, *mùzej* in *u mùzej*, etc.

Returning to our other forms we find *u hoteélu* with an ending *-u*. This is the masculine ending for the third case we studied, the dative. Notice that the preposition *u* means 'in, inside of' with the dative (*u hoteélu*) but 'into' with the accusative (*u hòteel*).

Our next form is *gràada* with an ending *-a* used in the phrase *u sredìnu gràada* 'into the center *of the city*'. Here we have a new case, one which expresses 'of'. This we call the genitive. The masculine genitive has the ending *-a*, so that for nouns designating things with animal or human life, the genitive has the same form as the accusative (*stìna*).

The next three words grouped together have an ending *-om* or *-em*. Since both *àutobusom* 'by bus' and *tràmvaajem* 'by street car' are used in the same way and are both masculine nouns, *-om* and *-em* must be the same ending. Actually they are, and *-em* is only used after certain sounds, such as *j*. We have the same ending on the word *gospòdinom*. Here we find it used after the preposition *sa* which then means 'with, together with'. This case is called the 'instrumental' (because it often refers to the 'instrument' or 'means' by which something is done). Remember, the instrumental is used both for 'by means of' and 'with, together with' and the masculine ending for it is *-om* (*-em*).

The last form is *gospòdine*, with an ending *-e*. This is the ending for the 'vocative' case and is used when you speak to someone using some name or title such as 'sir', or when calling someone. For example, we would say in English 'excuse me, Mr. Jones' or 'excuse me, sir'. Both the *Mr.* and the *sir* would be *gospòdine* in Serbo-Croatian.

Feminine *-a* nouns

GÒSPODJA
tòo je KATEDRAÁLA
BÀNKA je u Miloševoj ÙLICI
mi tràžimo KATEDRAÁLU
jàa mòoraam ići u BÀNKU
sin mu je pìsar u BÀNCI
àutobus stàje na drùgoj straáni ULICEE
nà lijeevo od KATEDRAÁLEE je univerzitèet
dràago mi je GÒSPODJO

Mrs. or madam
that's the cathedral
the bank's on Miloshev street
we're looking for the cathedral
I have to go to the bank
his son's a clerk in the bank
the bus stops on the other side of the street
on the left of the cathedral is the university
I'm pleased (to meet you), madam!

As you remember, the nominative of feminine *-a* nouns ends in *-a* and the accusative in *-u*. We have just learned that the preposition *u* has the dative after it when it means 'in, inside of', so we see that the dative ending of these nouns is *-i* as in *u M. ùlici* and *u bànci*. In the same way we may compare *gràada* 'of the city' and *ùlicee* 'of the street'. Our genitive ending, then, is *-ee*, and we recognize it again in *od katedraálee*, where it is the regular ending of a feminine *-a* noun after the preposition *od*. *gòspodjo* is like *gospòdine*, being used like 'Mrs.' or 'madam!', etc. So our vocative ending is *-o*.

Putting our examples of feminine *-a* nouns together we have:

Nom.	*katedraála*	*bànka*		*gòspodja*
Acc.	*katedraálu*	*bànku*		
Dat.		*bànci*	*ùlici*	
Gen.	*katedraálee*		*ùlicee*	
Voc.				*gòspodjo*

Notice that a noun which has a *k* before the endings has a *c* in its place before the dative ending *-i*. This is a regular change; *màajka*, for example, would be *màajci*.

We may now set up a group of endings for masculine and for feminine (*-a*) nouns:

	m.	f. (*-a*)
Nom.	no ending	-a
Acc.	-a *or* no ending	-u
Dat.	-u	-i
Gen.	-a	-ee
Inst.	-om (-em)	
Voc.	-e	-o

Examples of nouns with these forms are:

	m.	m.	f. (-a)
Nom.	*gràad*	*slìn*	*màajka*
Acc.	*gràad*	*slìna*	*màajku*
Dat.	*gràadu*	*slìnu*	*màajci*
Gen.	*gràada*	*slìna*	*màajkee*
Inst.	*gràadom*	*slìnom*	
Voc.		*slìne*	*màajko*

(Note the abbreviations used for the names of the cases: *Nom.* for 'nominative', *Acc.* for 'accusative', *Dat.* for 'dative', *Gen.* for 'genitive', *Inst.* for 'instrumental' and *Voc.* for 'vocative'. Sometimes only the first letter is used: N, A, D, G, I and V.)

B. VERB FORMS: *-ti*

i ònda u bànku PROMIJÉNITI nòvaacaa	and then to the bank to change some money
mìi ćemo NAREÉDITI	we'll order
bì li vii vòljeli ÌMATI màpu?	would you like to have a map?
štà ìmaa oóvdje za VÌDJETI?	what is there to see here?
PIÍTATI ćemo pissaára	we'll ask the clerk

We have here a number of verb forms ending in *-ti*. In several cases they are translated by English 'to' plus the verb, as 'to change', 'to have', 'to see'. This form is known as the 'infinitive'. Notice that there is only one *a* in *ìmati* but *aa* in *ìmaam*, *ìmaa*, etc. The infinitive frequently has only a single vowel when the

form with the present endings has two (that is, a long vowel). In *za vȉdjeti* you have the preposition *za* 'for', also, so that it could be literally translated 'what is there here for to see?'

The other two examples of infinitives in the above group are with *ćemo* 'we will'. Notice that when *mȉi* 'we' is used, you have *mȉi ćemo* plus the infinitive, but when *mȉi* is left out, you have the infinitive plus *ćemo* (that is, *ćemo* is second in the sentence in both cases).

Some *-ti* forms are special and you may not recognize them at first. For example, you have had:

jȁa mȍoraam ȉĆI	I have to go
ȉĆI ćemo svȉ skȕpa	we'll all go together
mȍoj sȕprug i jȁa ȉDEEMO u kȉno	my husband and I are going to the movies
kȁko se ȉDEE na stȁnicu?	how does one get to the station?
zȁšto ȉDEETE tȁmo?	why are you going there?

We see that *ȉći* is used just like the *-ti* forms we have just studied, but it has quite a different ending and doesn't look very much like the other forms of the same verb which you have had: *ȉdee*, *ȉdeemo* and *ȉdeete*.

It is one of many verbs which change somewhat in the *-ti* form. Try to recognize *-ti* forms by the way they are used. They will always end in *-ti* or *-ći*.

C. THE WORD *da*

Group 1

vjȅrujem DA je dȁnas dȍbra slȉka	I believe there's a good picture today
mȅni se čȉnii DA ȍon ȉmaa jȅdnooga sȉna	it seems to me that he has a son
drȁago mi je, DȀ smo se ȍpeet sȁstali	I'm glad we met again
doójite kȍd mena DA se razgȍvaaraamo	come over to my place so we can talk
mȉi ćemo nareȅditi DA vam se tȍo dȍnese	we'll have it brought to you

Group 2

DA vam prȅstaviim mȍju sȕprugu	may I present my wife
DA se mȁlo prȍšeećeemo	let's walk a little

DA ùpitaamo ðvog strážaara — let's ask this policeman
DA ùzmeem mòju bagadžu — to get my baggage
dà li DA ìdeemo u katedraálu — shall we go to the cathedral?

In Group 1 you have *da* used after a verb. We may translate it 'that' or leave it out in the translation (but be careful to use it in Serbo-Croatian). So we could translate 'I believe *that* there's a good picture today', 'it seems to me *that* he has a son', etc. It also means 'in order that, so' as in 'come to my place *so that* we may talk'.

In Group 2 we have *da* beginning the sentence. Here it means 'let, may, in order to'. Notice it also after the question word group *dà li*.

Remember: to say 'let so-and-so be done' in Serbo-Croatian you use *da* before the verb: to say 'in order that' you use *da;* and to simply say 'that' (as in 'I think *that* he knows') you use *da*.

D. THE REFLEXIVE *se*

Ðim SE vìi sàda zànimaate? — what's your job now?
mèni SE ðmii — it seems to me
dràago mi je da smo SE sàstali — I'm glad we met
doódjite da SE razgòvaaraamo — come so we can talk
kàko SE ìdee na stànicu? — how do you get to the station?
mìi ćemo naređìti da vam SE tòo dònese — we will order it brought for you
kàko SE dòodje? — how does one get there?
da SE màlo pròšeećemo krôz graad — let's take a little walk through the city

In each of these sentences we have the little word *se*. This word may be translated 'self'. It always refers back (or 'reflects') the subject of the verb, so it means 'oneself, yourself, myself, himself, ourselves' etc. depending on what the subject of the verb is. Our first sentence is, then 'with what do you occupy *yourself?*'. The second 'it makes *itself* to me', etc. Notice that some of the verbs mean 'it or one does so-and-so', as 'it makes *itself* to me', 'how does one go *oneself* to the station', 'we'll order that it bring *itself* for you', 'how does one come *oneself*'. These are called 'impersonal' constructions, as the 'person' who is performing the action is not designated. Many verbs in Serbo-Croatian are used with *se* where the English equivalent wouldn't

have any corresponding word. There are many examples of this in the above sentences. Instead of 'we met', Serbo-Croatian has 'we met *ourselves*'; for 'we talk or hold a conversation', it has 'we talk *ourselves*'; 'let's take a walk', it has 'let's walk *ourselves*', etc. Wherever a verb is usually used with *se*, the form in the Finder List will have *se* with it.

2. Covering English and Serbo-Croatian of Word Study (Individual Study)

Review this *Word Study* by reading aloud all of the Serbo-Croatian expressions. Then cover the English and make sure that you know the meaning of every item. Finally, cover the Serbo-Croatian and see if you can say each Serbo-Croatian expression when you are looking only at the English.

3. Review of Basic Sentences

With Guide or records, review the first half of the *Basic Sentences* for better pronunciation, meaning, and examples of points in the *Word Study*.

Section C—Review of Basic Sentences

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences (Individual Study)

Go back to the *Basic Sentences* in Section A, and read them aloud covering up the English. Note any words or phrases you are not sure about, and, when you have finished reading the *Basic Sentences*, uncover the English and look up the meaning of what you did not get. Keep this up until you know all the meanings completely.

3. Word Study Review (Individual Study)

Work through the following exercises. Do not write anything down. If you can't do the work rapidly, review the *Word Study*. Be prepared to do what is required when the Group Leader calls on you. Always repeat the complete sentence as you work.

A. In Column I is a group of incomplete sentences, a blank indicating that something is missing. In Column II is a group of particles with which you are to complete the sentences. For example, if you had ___ *ga vȉi pòznaate?* in Column I, you could say either *dà li ga vȉi pòznaate?* or *jèli ga vȉi pòznaate?* In most cases, however, only one of the particles fits.

Column I	Column II
Ìdeemo ___ ùzmeemo gràdskuu màpu.	*da*
Kàko ___ ìdee u gostiònicu nàjlàkšee?	*li*
Òna žèlii da ___ vȉi pròšećećete kròz graad.	*dà li*
Dà li ___ ùpíšaamo òvog pisára?	*jèli*
Vòliite ___ píštati strážaara ìli pisára?	*se*
___ vȉi razùmijete njèga?	
Òon nè volii ___ vas plítaa.	
Òon žèlii ___ znàa čìm ___ mȉi sàda zàniimaamo.	
Vjèrujete ___ vȉi njèmu?	
___ vas òon razùmije?	
Doódjite nèkad sa gospòdinom Jovȉć da ___ màlo razgòvaaraamo.	
___ vȉi jòš ràadiite u hotélu?	
Mòoraate ___ òdmah ìći na stànicu?	
Mèni ___ čìnii ___ je òon dòbro plàaćen.	

B. Use the correct Serbo-Croatian noun, paying particular attention to the ending, for the English words in parentheses:

1. *Òon ne pòznaa* (my wife).
2. *Pòznaate li* (Mr.) *Jovȉć?*
3. *Ìmaa li bànka u* (the city)?
4. *Òon ìdee vìdjeti* (the cathedral).
5. *Nà lijeevo od* (the bank) *je gostiònica.*
6. *Jàa ìdeem u* (the city).

7. *Izvìnite*, (Mrs) *Jovčić!*
8. *Òon tràažii* (the university).
9. *Strâžaar je u* (the middle) *ùlicee.*
10. *Òon će ìći u* (the bank) (by bus).

If you do not understand why the Guide corrects you on some of these, re-read the Word Study section or discuss it with other members of the class.

C. Fill in the correct verb form, with particular attention to the ending:

1. *Žèliim* (to see) *mùzej u sredìni gràada.*
2. *Mì ćemo* (change) *nòvaacaa u bànci.*
3. *Mì* (speak) *èngleeski oóvdje u Amèrici.*
4. *Vì* (have to) (go) *u hòteel da* (get) *vàšu bagaážu.*
5. *Strâžaar vam mòže* (tell) *gdjè je mùzej.*

4. What Would You Say?

Read aloud each of the following, and then pick out the expression you think most suitable.

1. John tells Peter he must go to the railroad station:
   a. *Znáate li gdjè je stànica?*
   b. *Jàa mòoraam ìći na žèljezničkuu stànicu.*
   c. *Pìitati ćemo pːisaára.*
2. Peter asks if he can tell him where the bank is:
   a. *Mòoraate ìći u sredìnu gràada.*
   b. *Mòžete li mi rèći, gdjè je banka?*
   c. *Štà ìmaa oóvdje za vìdjeti?*
3. A policeman points out the cathedral to them, saying:
   a. *Tòo je katedraála, vìdiite li?*
   b. *Da ùpiitaamo òvog strâžaara.*
   c. *Dà li da ìdeemo sàda u katedraálu?*
4. Peter says to John that they should go to a restaurant before going to the museum:
   a. *Bì li vìi vòljeli ìmati gràdskuu màpu?*
   b. *Hàjdemo u gostiònicu i ònda u mùzej.*
   c. *Da se màlo pròšeećemo krôz grcad.*
5. John remarks that the cathedral and museum are very famous.
   a. *Katedraála i mùzej su vrlo znàmeniti.*
   b. *Tòo je katedraála tàmo.*
   c. *Kàko se tàmo dòodje nàjlàkšee?*
6. Peter asks John is there anything else to see:
   a. *Kàko se ìdee na stànicu?*
   b. *Mì ćemo nareéditi, da vam se tòo dònesee u hòteel.*
   c. *Štà ìmaa jòš za vìdjeti?*

Section D—Listening In

1. What Did You Say?

Give your answers in Serbo-Croatian for the last exercise in the preceding section, when the Leader calls for them. Do it without reading from the book, if possible. Other members of the group will criticize your choice if they disagree with it. Then give the English equivalents of all the expressions in the exercise.

2. Word Study Check-Up

Give the correct Serbo-Croatian for each English expression in the *Word Study*, without having to read it from the book. If you cannot do this easily, it means you need to put in more work on the *Word Study*. The Group Leader will give the English and call on different members of the group for the Serbo-Croatian. As a final check the Group Leader will call for your answers to the exercises in the *Word Study Review* (Sec. C.3).

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Serbo-Croatian immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows.

Go through the conversations again with books open, following the same plan as before, imitating carefully and keeping in mind the meaning of everything you say. Finally, take parts and carry on the conversation.

1. George and John are in Belgrade and want to do some sight-seeing.

Record 9A, beginning.

George: *Gdjè (gdè) ćemo ìći dànas?*

John: *Hàjdemo u mùzej.*
Jàa ga žèliim vìdjeti.

George: *Vrlo dòbro, i mòoraam ìći u bànku takoódjer.*

John: *Zàšto? Vìi ìmaate nòvaacaa.*

George: *Nè sàda, u hoteélu je skuúpo.*

John: *Znaáte li vìi gdjè (gdè) je bànka?*

George: *Pa dabòme. Jàa ìmaam gràdskuu màpu.*

John: *Jè li mùzej takoódjer na màpi?*

George: *Jèste, mùzej, katedraála, bànka i stànica su na màpi.*

John: *Mòliim vas, dàajte mi màpu.*
Žèliim vìdjeti (vìdeti) gdjè (gdè) je mùzej.

George: *Oóvdje (oóvde) je màpa.*

John: *Hvaála.* (He looks at the map.)
Nè možem naáći mùzej.

George: *Pa mìi mòžemo pìitati strážaara.*

John: *Nè voliim pìitati.*
Vòlio bi ga naáći na màpi.

George: *Vrlo dòbro, ali oóvdje (oóvde) je bànka.*
Jàa mòžem promijéniti (promeéniti) màlo nòvaacaa.

John: *Jàa vìdiim mùzej na màpi!*
Oóvdje (oóvde) je nì lijevo (leevo) od katedraálee.

George: *Dòbro.*

(They go into the bank where George gets some money)

George: *Hàjdemo u gostiònicu.*
Žèliim pìti kàfu.

John: *Vìi mòžete pìti vòdee.*
Hàjdemo u mùzej sàda.

George: *Vrlo dòb•o, ali mòorzam nèkad i jèsti.*

John: *Nè voliim jèsti u gostiònici u sredìni gràada.*

George: *Dòbro, sàda ćemo ìći òdmah u mùzej,*
i ònda u katedraálu, p• ònda u gostiònicu.

John: *Mìi mòžemo jèsti kòd mene, àko vìi žèliite.*

George: *Tòo mi je dràago.*
Kàko je vàša sùpruga?

John: *Òna je vrlo dòbro, hvaála.*
Àa, oóvdje (oóvde) je mùzej!

George: *Na màpi vìdiim da su katedraála i mùzej vrlo znàmeniti.*

John: *Jèste, jàa too znàam.*

George: *Zàšto vàša sùpruga nè volii ìći snàma?*

John: *Òna žèlii ìći u kìino.*

(After seeing the exhibits they leave the museum.)

John: *Sàd ìdeemo kòd mene i òdmah ćemo jèsti.*

George: *Dràago mi je, John.*
Hàjdemo.

2. John and George are in the hotel and discuss a trip into town.

Record 9A, after first spiral.

John: *Hàjdemo na stànicu da ùzmeemo mòju bagažžu,*
pa ònda na univerzitèet.

George: *Dà li vìi mòoraate ìći tàmo zàto?*
Mȉi mòžemo nareèditì da se dònese oóvdje (oóvde).

John: *Ali jàa mòoraam ìmati mòju bagaážu sàda.*
Nàjlàkšee je ðtiićì àutobusom.

Section E—Conversation

1. Covering the Serbo-Croatian of Basic Sentences (Individual Study)

Cover the Serbo-Croatian of the *Basic Sentences* and practice saying the Serbo-Croatian equivalents of the English expressions.

2. Vocabulary Check-Up

As in previous units, the Group Leader will call on various members of the group to give the Serbo-Croatian expressions which correspond to the English in the *Basic Sentences*.

3. Conversation

Work through the following outlined conversations, taking parts. Act them out in front of the group; keep this up until you can do them easily and smoothly. When the outlined conversations go well, then change the situations somewhat. You now have more material which you can work into additional conversations. Invent topics as you did for the previous units.

1. A is an American in Belgrade. B is a policeman. A asks B where the —— Hotel (giving name) is. B tells him where they are but A doesn't know the streets. He asks if B has a map of the city. B has. He gives it to A and shows him on the map where the cathedral and university are. A asks about the museum. B shows him where that is. A thanks him. (One of the class may draw the map and label it in Serbo-Croatian if he wishes.)

2. A meets an old friend, B. They talk about old friends, telling what they are doing, how many children they have, etc.

SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E. If necessary for better conversations review parts 1 and 2 of Section E.

FINDER LIST

Remember, forms explained in the *Word Study* are not repeated in the *Finder List*. For example, you have the word *stràžaara* in the *Basic Sentences*. You know from the *Word Study* that this is accusative. In the following *Finder List* you will find *stràžaar*. This as you know is the nominative. When the forms found in the Basic Sentences are all explained by the *Word Study*, the nominative form of any new noun will be given in the *Finder List*, just as the third person singular ('he does so-and-so') is used for the verb.

ako	ако	if
àutobus	аутобус	bus
bagadža	багажа	baggage
bànka	банка	bank
dòodje se	дође се	one goes
dònese se	донесе се	be brought (with *da*)
na drùgoj stràni	на другој страни	on the other side
gràad	град	city
gràdsku màpu	градску мапу	map of the city
hàjdemo	хајдемо	let's go
Idee se	иде се	one goes
ih	их	them
Imati	имати	to have
Imaa	има	there is
katedraála	катедрала	cathedral
kroz	кроз	through
màpa	мапа	map
u Milòševoj ùlici	у Милошевој улици	on Miloshev street
mùzej	музеј	museum
na	на	to, on
naáći	наћи	to find
nàjlàkše	најлакше	easiest
narediti	наредити	to order
nòvaaca	новаца	of money

od	од	from
òd njee	од ње	from it (lit., her)
ònda	онда	then
òtiići	отићи	to go
òvooj	овој	this (before such forms as *mapi*)
òvog	овог	this (before such forms as *strazaara*)
pa	па	and further
pìitati	питати	to ask
promijénìti (*promeénìti*)	промијенити (променити)	to change
pròšeeće se	прошеће се	he takes a walk
rèći	рећи	to tell
sredìna	средина	center
stàje	стаје	stops
straána	страна	side
stràžaar	стражар	policeman
tràažìi	тражи	he's looking for
tràmvaaj	трамвај	street car
na úúglu	на углу	on the corner
ùlica	улица	street
univerzitèet	универзитет	university
ùpiitaa	упита	(that) he ask (after *da*)
ùzmee	узме	(that) he take (after *da*)
vìdjeti	видјети (видети)	to see
bì li vìi vòljeli?	би ли ви вољели (волели)?	would you like?
za	за	for
zàšto	зашто	why?
zàto	зато	for that
znàmeniti	знаменитн	famous

UNIT 5

LET'S TALK ABOUT THE WEATHER

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then do the *Hints on Pronunciation*, and then go twice more through the *Basic Sentences* individually.

1. Basic Sentences

Record 9B, beginning.

Peter and Mićo, two Jugoslavian farmers, discuss the weather.

ENGLISH EQUIVALENT	AIDS TO LISTENING	CONVENTIONAL CYRILLIC SPELLING
	Peter	
Good morning, Mićo.	*Dòbro, jùtro Mìćo.*	Добро јутро Миће.
to your field	*u vàše pòlje*	у ваше поље
Are you going to your field?	*Ìdeete li vì ù vaše pòlje?*	Идете ли ви у ваше поље?
	Mićo	
wheat	*pšènicu*	пшеницу
Yes, I'm going to take a look at my wheat.	*Jèste, ìdeem da vìdiim mòju pšènicu.*	Јесте, идем да видим моју пшеницу.
	Peter	
at the house	*kòd kućee*	код куће
My wheat's in.	*Mòja pšènica je kòd kućee.*	Моја пшеница је код ќуће.

grain
this year
Have you got a good crop this year?

Mićo
žìto
òvee gòdinee
Dà li vam je dòbro žìto òvee gòdinee?

жито
ове године
Да ли вам је добро жито ове године?

fertile black earth
Very good, I've got good, rich, black earth.

Peter
ròdnu cȉrnu zèmlju
Vȑlo dòbro, jàa ìmaam dòbru i ròdnu cȉrnu zèmlju.

родну црну земљу
Врло добро, ја имам добру и родну црну земљу.

isn't
Yes, my ground's good, too, but it isn't as rich.

Mićo
nȉje
Jèste, i mòja zèmlja je dòbra, ali nȉje tàko ròdna.

није
Јесте, и моја земља је добра, али није тако родна.

this weather
How do you like this weather?

Peter
òvoo vrijéme (vreéme)
Kàko vòlìite òvoo vrijéme (vreéme)?

ово вријеме (време)
Како волите ово вријеме (време)?

thus
if it remains
Fine, if it stays this way.

Mićo
ovàkoo
ako òstanee
Vȑlo dòbro, àko ovàkoo òstanee.

овако
ако остане
Врло добро, ако овако остане.

only
let them begin
rains
If it only doesn't begin raining!

Peter
sàmo
nèka pòčnuu
kȉše
Sàmo nèka kȉše nè počnuu!

само
нека почну
кише
Само нека кише не почну.

of that
I fear
I'm afraid of that.

tôgaa
se bòjiim
Tôgaa se jâa bòjiim.

тога
се бојим
Тога се ја бојим.

Why are you afraid?

Mićo
Zâšto se vîi bòjiite?

Зашто се ви бојите?

you brought in
to the house
You've gotten your wheat in.

ste dovèzli
kûći
Vîi ste dovèzli vâšu pšènicu kûći.

сте довезли
кући
Ви сте довезли вашу пшеницу кући.

Record 10A, beginning.

Peter

exactly
a good deal of hay
in the field
I know, but I still have a lot of hay in the field.

tâčno
prîlično sîjena (sèena)
û polju
Tâčno je, ali îmaam jôš prîlično sîjena (sèena) û polju.

тачно
прилично сијена (сена)
у пољу
Тачно је, али имам још прилично сијена (сена) у пољу.

Mićo

I will
to begin
tomorrow
to bring in
hay
I'll start to bring in my hay tomorrow.

jâa ću
pôčeeti
sûtra
dovòziti
sîjeno (sèeno)
Sûtra ću jâa pôčeeti dovòziti mòje sîjeno (sèeno).

ја ћу
почети
сутра
довозити
сијено (сено)
Сутра ћу ја почети довозити моје сијено (сено).

Peter

as soon as I finish	*čìm jàa svȓšiim*	чим ја свршим
with one's own hay	*sa svòjiim sìjenom (sènom)*	са својим сијеном (сеном)
I can	*mògu*	могу
to help	*pomòći*	помоћи
As soon as I finish with my own hay, I can help you a little.	*Čìm jàa svȓšiim sa svòjiim sìjenom (sènom), mògu i vàma màlo pomòći.*	Чим ја свршим са својим сијеном (сеном) могу и вама мало помоћи.

Mićo

that would be	*tòo bi bìlo*	то би било
from you	*òd vaas*	од вас
nice	*ljepo (lèepo)*	лијепо (лепо)
That'd be nice of you,	*Tòo bi bìlo òd vaas ljepo (lèepo),*	То би било од вас лијепо (лепо),
because	*jer*	јер
they would be	*bi bìle*	би биле
because rain wouldn't be good for my wheat.	*jer kìše nè bi bìle dòbre za mòju pšènicu.*	Јер кише не би биле добре за моју пшеницу.

Peter

they won't be	*neéćee*	неће
It seems to me that the rains won't start yet.	*Mèni se čìnii aa kìše jòš neéćee pčèe'i.*	Мени се чини да кише још неће почети.

Mićo

Who knows?	*Kò tòo znàa?*	Ко то зна?

perhaps	*mòže bìti*	може бити
it will	*će*	ће
to remain	*òstati*	остати
rain	*kìša*	киша
this evening	*večèras*	вечерас
Perhaps the weather'll stay this way, but it might rain tonight.	*Mòže bìti dà će vrijéme (vreéme) ovàkoo òstati, a mòže kìša jòš večèras.*	Може бити да ће вријеме (време) овако остати, а може киша још вечерас.

Peter

I heard	*jòa sam čùo*	ја сам чуо
people	*ljùudi*	људи
they talk	*gòvoree*	говоре
fruitful	*ròdna*	родна
I've heard (where) people say that this year'll be a good one.	*Jòa sam čùo gdjè (gdè) ljùudi gòvoree da će òvaa gòdina bìti ròdna.*	Ја сам чуо гђе (где) људи говоре да ће ова година бити родна.

Record 10B, beginning.

Mišo

You know how it is.	*Znaáte kàko je.*	Знате како је.
old men	*stàari ljùudi*	стари људи
they have to	*moórajuu*	морају
about something	*ò nečem*	о нечем
to talk	*prìčati*	причати
Old men have to talk about something.	*Stàari ljùudi moórajuu ò nečem prìčati.*	Стари људи морају о нечем причати.

	Peter	
don't	*nèmoojte*	немојте
Don't [talk] like that!	*Nèmoojte tàko!*	Немојте тако!
you'll	*ćete*	ћете
soon	*ùskoro*	ускоро
to come	*doći*	доћи
to their age	*do njìhovee stàrosti*	до њихове старости
You'll soon reach their age yourself.	*Ì vii ćete ùskoro doći do njìhovee stàrosti.*	И ви ћете ускоро доћи до њихове старости.
	Mićo	
Where are your wife and son today?	*Gdjè (gdè) je vàša sùpruga ì vàš sìn dànas?*	Гђе (где) је ваша супруга и ваш син данас?
	Peter	
they go	*ìdu*	иду
town	*vaároš*	варош
to buy	*kuúpiti*	купити
shoes	*cìpele*	ципеле
They're going to town to buy shoes.	*Òni ìdu u vaároš kuúpiti cìpele.*	Они иду у варош купити ципеле,
they'll be	*ćee bìti*	ће бити
but they'll be home tonight.	*ali òni ćee bìti kòd kućee večèras.*	али они ће бити код куће вечерас.

Before you go through the *Basic Sentences* a second time, study the following:

2. Hints on Pronunciation

1. *New consonant groups*

As you have seen, there's nothing very difficult in pronouncing Serbo-Croatian. Even new groups of consonants probably do not give you much trouble. Here are two new ones for you to practice a little—*pš* and *sv:*

PRACTICE 1
Record 10B, after first spiral.

pšènica	пшеница	wheat
svȓšiim	свршим	I finish
svòjiim	својим	with one's own

Perhaps you have noticed that the letter *v* is not always pronounced like the English *v*. In two places you have found it pronounced like *w* as in *water:* in *hvaála* and the name *Jòvan*.

PRACTICE 2
Record 10B, after second spiral.

hvaála	thanks
Jòvan	John

(Note: These may also be pronounced with a *v* and *Jòvan* was so pronounced on the record.)

2. *Pronunciation Review*

Here is a list of the unit sounds of Serbo-Croatian:

Vowel sounds:	*i*	*e*	*u*	*o*	*a*	*r*									
Consonant sounds:	*p*	*t*	*k*	*c*	*ć*	*č*	*s*	*š*	*f*						*h*
	b	*d*	*g*		*dj*	*dž*	*z*	*ž*	*v*	*r*	*l*	*m*	*n*	*j*	

Notice that *r* may be both vowel or consonant. The consonants are arranged in two lines, the upper one having 'voiceless' consonants and the lower one 'voiced' consonants (see Unit 4, *Hints on Pronunciation* 1). Most of the consonants occur in pairs, that is, if there is a voiceless consonant (*p*, for example), there is also a voiced consonant made in the same place in the mouth (for example, *b* in contrast to *p*). The above list is arranged in such pairs. So although you have not yet had the sound *dž*, you can tell from this list that it is the voiced counterpart of *č*. Since *č* is like the *ch* in archer, *dž* must be like the *g* in *larger*. It will sound to you very much like *dj*. *Dj* is pronounced with the tongue against the teeth and *dž* with the tip of the tongue just behind the ridge back of your upper teeth. Listen carefully for the difference in these two words:

PRACTICE 3
Record 10B, after third spiral.

djàak	student
džàak	sack

You will probably not hear the difference the first time, but remember to *make* these sounds correctly (with your tongue in the right place) and you will eventually be able to distinguish them when spoken to you.

Be sure that you can pronounce correctly each of the sounds in the above list. Remember that each vowel sound (including *r*) may be single or double with rising or falling accent or with no special accent.

SECTION B—WORD STUDY

1. Word Study (Individual Study)

A. THE NOUN: Neuter Nouns

dà li vam je dòbro ŽÌTO?	do you have a good crop?
jàa ću pòčeeti dovòziti mòje SÌJENO	I'll start to bring in my hay
ìmaam prìlično SÌJENA ù POLJU	I have a lot of hay in the field
čìm jàa svŕršiim sa svòjiim SÌJENOM	as soon as I finish with my own hay
ìdeete li vì ù vaše PÒLJE?	are you going to your field?

We have already learned the nominative-accusative ending *-o* for neuter nouns so that you recognize *žìto* as nominative (after *is*) and *sìjeno* as accusative (object of the verb 'to bring in'). The remaining forms are *pòlje*, *pòlju* and *sìjenom*. The first of these has an ending *-e* and follows the preposition *u*. Since *u* here means 'into', *pòlje* should be accusative. As you remember, masculine nouns had an ending *-om* for the instrumental case which could also be *-em* after sounds like *j*. The neuter ending *-o* may also be *-e* after sounds like *j* so that *pòlje* here *is* accusative and the ending would be the same for the nominative. Our next form *pòlju*, comes after *u* meaning 'in' (place where) so it is dative. The last form, *sìjenom*, follows *sa* 'with' and so

is instrumental with an ending *-om*. You now see that the dative, genitive and instrumental singular endings (*-u, -a, -om*) are the same for neuter nouns as they are for masculine ones. Our forms, then, are:

Nom.	-o *or* -e	*žìto*	*sìjeno*	*pòlje*
Acc.	-o *or* -e	*žìto*	*sìjeno*	*pòlje*
Dat.	-u	*žìtu*	*sìjenu*	*pòlju*
Gen.	-a	*žìta*	*sìjena*	*pòlja*
Inst.	-om *or* -em	*žìtom*	*sìjenom*	*pòljem*

(The vocative neuter always has the same form as the nominative, but you would never say, unless you wax very poetic, 'O grain', 'O hay', 'O field', so these forms are usually left out in our lists.)

B. USING YOUR NOUN FORMS: genitive

a.	*mòoraate ìći u sredìnu GRÀADA*	you have to go into the center of the city
	àutobus stàje na drùgooj straáni ÙLICEE	the bus stops on the other side of the street
b.	*jàa ìmaam trì SÌINA*	I have three sons
	u dvàa SÀATA	at two o'clock
c.	*žèliim MÈESA, HLJÈBA i KRÙMPIIRA*	I want meat, bread and potatoes
	žèliim pìti VÒDEE (MLIJÉKA)	I want to drink some water (milk)
d.	*dà li vam je dòbro žìto òvee GÒDINEE?*	do you have a good crop this year?
e.	*nà lijeevo od KATEDRAÁLEE je univerzitèet*	on the left of the cathedral is the university
	vì ste iz AMÈRIKEE	you're from America
	dòlaziim iz NÊV JORKA	I come from New York
	mòja pšènica je kod KUĆEE	my wheat's in (literally, 'at the house')

All of the emphasized words are in the genitive case. They illustrate different ways this form may be used. The first two examples show its use as a possessive or 'of' form: 'of the city', 'of the street'.

The next two examples are after numbers: '*three* sons' and '*two* o'clock' (literally, 'two of the hour' or 'two of the clock'). As you see, a literal translation of these is 'two of a son' and 'two of the hour'. Both

stìna and *sàata* are genitive singular (nominatives: *stìn, sàat*). After numbers two three and four you use the genitive singular of a masculine or neuter noun.

In its use after numerals we may say that the genitive is used to express *quantity*, 'how much'. We again see it used to express quantity in the next several examples. In Serbo-Croatian you do not say 'I want meat' but 'I want *of meat*' or 'I want to drink *of water*', using the genitive. Of the words in our examples *mlijéka* and *mèesa* are neuter so the nominative forms are *mlijéko* and *mèeso; hljèba* and *krùmpiira* are masculine so the nominatives are *hljèb* and *krùmpiir; vôdee* is feminine so the nominative is *vòda*. The accusative is seldom used in this situation. If you said *žèliim mèeso*, it would mean 'I want to eat meat without limit'. So you say *žèliim mèesa* 'I want of meat (that is, some meat)'. In the same way if you say *vòliim jèsti mèeso*, you mean 'I like to eat meat all the time'.

The example with *gòdinee* shows us that the genitive of a word indicating time is used to designate the period within which something took place: 'this year'.

The other examples show nouns in the genitive after certain prepositions: *od, iz, kod*. These prepositions (and others you will learn) always have the genitive of the noun, pronoun (and, as you will soon learn, adjective) after them.

Remember you use the genitive to mean 'of' something, to indicate quantity, to indicate 'time within which' and after certain prepositions.

C. PRONOUNS

a.	*ÒNA je dòbro*	she's fine
	ÒNI žìtvee u Amèrici	they live in America
	MÌ žìtviimo u hoteélu	we're living in the hotel
	KÔ je gospòdin Dèliić?	who is Mr. Delich?
	ŠTÀ je tòo?	what's that?
b.	*jàa IH nè mòžem naáći*	I can't find them
c.	*doódjite nèkad kòd MENE*	come to my place (literally 'at me') sometime
	tòo bi òd VAAS bìlo lìjepo	that'd be nice of you
	nà lijèvo od katedraálee je univerzitèet a nà desno òd NJEE je mùzej	on the left of the cathedral is the university, and on the right of it is the museum

SKÌIM òon gòvorii?
mòžete li vàs ići SNÀMA?

with whom is he talking?
could you come with us?

d. *ČÌIM se vàs zàniimaate?*

with what do you occupy yourself?

Here are some more pronoun forms. You can recognize the different noun cases both by their endings and by the way they are used. The pronouns often change so much that it is hard to recognize the different cases except by the way they are used. If we pick out first those forms which are used like 'he' in contrast to 'him', we have *òna* 'she', *òni* 'they', *mìi* 'we', *kò* 'who?' and *štà* 'what?'. These are all nominative as we can tell by their use. *mìi* is used like English 'we' in contrast to 'us', etc. (try substituting 'he', which we have been using as a key word to test nominatives: 'he lives', 'he is Mr. Delich').

One example has *ih* 'them'. This is in contrast to 'they' as 'him' is to 'he', so we recognize it as accusative. It is the short form, like *ga* or *mu* and can never stand by itself or come at the beginning of a sentence. As we had *njèga*, *ga* and *njèmu*, *mu*, we have *njìh*, *ih* for long and short forms.

Most of the remaining pronoun forms follow prepositions. We have *kòd mene*, *òd vaas* and *òd njee* that we recognize. The prepositions *kod* and *od* are always followed by the genitive case, as we have just learned, so *mene* and *vaas* are genitive of 'I' and 'you'. (Compare the masculine noun, where the genitive and accusative singular are the same when the noun indicates something with animal life.) The word *njee* needs a little more explanation. As you know, pronouns are words which may be used in the same place as nouns or in the place of nouns. For example, you say 'he's working' instead of 'the man's working' or 'John's working' as long as the person you're speaking to knows to whom the 'he' refers. In Serbo-Croatian you have the same situation. One person says, '*Kàko je vàša màajka?*' and the reply is '*Òna je dòbro, hvaála.*'. Here the *òna* refers to and replaces the *màajka* of the first speaker's question. Coming back to the examples above, *katedraála* is a feminine noun and so must be referred to or replaced by a feminine pronoun. Since *od* is followed by the genitive, the genitive of the feminine pronoun *òna* must here be used after it to refer to *katedraála*. It is as if you'd say in English, 'on the left of the cathedral is the university and on the right of *her* is the museum'. This form is *njee*.

We have left *skìim* and *snàma* beginning with *s* and *čìim*, all meaning 'with' (something). We notice that both *skìim* and *snàma* begin with *s*, whereas *kò* begins with *k* and *mìi* with *m*. You remember that the instrumental (which these must be, since they mean 'with') often follows the word *sa* 'with'. The *s* here is just the short form of *sa* so that what we have is a combination, *s* plus *kìim* and *s* plus *nàma*. These are written *s'kiim* and *s'nama* in ordinary Serbo-Croatian in order to

show this combination. They have been written *sk̀im* and *snàma* here to help you pronounce them correctly. So *k̀im* is the instrumental of *kò* and *nàma* of *mìi*. *č̀im* (without *s*) is the instrumental of *štà*.

We may now make another pronoun chart, reviewing those we've had and adding those we've just studied. Since *vti* may refer to one or more people, it is designated as 'Sing. or Pl.'.

	Singular			Sing. or Pl.	Plural	
	First Person	Third Person m.	f.	Second Person	First Person	Third Person m.
N	*jàa*	*òon*	*òna*	*vt̀i*	*mìi*	*òni*
A	*mène, me*	*njèga, ga*		*vàas, vas*		*nj̀h, ih*
D	*mèni, mi*	*njèmu, mu*		*vàma, vam*		
G	*mène*		*njèe*	*vàas*		
I					*nàma*	

Question pronouns:

N	*kò* 'who?'	*štò* 'what?'
I	*k̀im*	*č̀im*

D. VERBS: they

òni ÌDUU u vaároš — they're going into town
òni ŽIÍVEE u Amèrici — they live in America
stàari ljùudi MOÓRAJUU ò nečem priČati — old men have to talk about something

Here are three familiar verbs in the form for 'they're doing so-and-so'. One ends in *-uu*, the second in *-ee* and the third in *-ajuu*. To understand these forms we may compare them to the other endings of the same verbs:

sg.

ìdeem I'm going

ìdee he's going

sg. and pl.

ìdeemo we're going

ìdeete you're going

ìduu they're going

žívīim I'm living		*žívīsimo* we're living
	žívīite you're living	
žívīi he's living		*žívee* they're living
mòoraam I must		*mòoraamo* we must
	mòoraate you must	
mòoraa he must		*moórajuu* they must

We now see that the verb 'to go' has *-ee* in all the other forms but drops it and adds *-uu* in the form for 'they'. The verb 'to live' has *-ii* but drops it and adds *-ee*. The third verb, 'have to', has *-aa* for the other forms but *-ajuu* for the 'they' form. These are all perfectly regular. Every verb which has *-ee* for the other forms has *-uu* for the 'they' form; every one which has *-ii* for the others has *-ee* for the 'they' form; and every one which has *-aa* for the others has *-ajuu* for the 'they' form. This rule covers nearly every verb in the language, for aside from a very few irregular verbs, all end in either *-ee*, *-ii* or *-aa* (sometimes these vowels are short) before the present endings.

The verb 'to be'

òni SU kòd kućee they're at home

Here is one of our irregulars. The word *su* is our form for 'they are, they're'. Our forms for this verb are, then:

sam I am		*smo* we are
	ste you are	
je he is		*su* they are

E. THE VERB: future

jàa ĆU pòčeći	I'll start
vrijéme ĆE ovàkoo òstati	the weather will stay this way
vìi ĆETE ùskoro doóći	you'll soon come
mìi ĆEMO ići	we'll go
òni ĆEE bìti kòd kućee	they'll be at home

You remember that *ćemo* 'we'll' may be followed by the *-ti* form. Here we have the forms 'I'll, you'll, he'll, they'll, all followed by the *-ti* form. When you wish to talk about something that will happen in the future, you use one of these forms along with the *-ti* form of the verb telling what is to be done. For example, you could use each of the other *-ti* forms in the sentences above after *ću:*

jàa ću òstati	I'll stay
jàa ću doóći	I'll come
jàa ću ìći	I'll go
jàa ću bȕti	I'll be

The *-ti* form remains the same no matter which of the *ću* forms you use. These forms are:

sg.	sg. or pl.	pl.
ću I'll		*ćemo* we'll
	ćete you'll	
će he'll (she'll, it'll)		*ćee* they'll

It is important to remember that you never begin a sentence with any of these (or any of the *sam*, etc., except *je*). Many forms of the verb 'to be' do not have accents of their own and must be spoken together with the word which comes in front of them: *jàa sam, mȉ ćemo* or *ìći ćemo.*

F. VERB: Perfective and Imperfective

da vam PRÈSTAVIIM mòju sùprugu	may I present my wife
da ÙPIITAAMO òvog strážaara	let's ask this policeman
ako ovàkoo ÒSTANEE	if it stays this way
nèka kíše ni POČNUU	let the rains not begin
čim jàa SVRŠÌIM	as soon as I finish

In our last unit we studied the word *da* 'that, so that', which may be followed by a verb with present endings. In the examples above we have *da* 'that', *ako* 'if', *nèka* 'let' and *čim* 'as soon as' followed by such forms. However, the forms with present endings of the verbs in the above examples may rarely be used except after such words as *da, ako, nèka* and *čim.* It will be safest for you at this point to make it a rule never to

use them except after such words. There is a division of Serbo-Croatian verbs into two groups: those whose forms with present endings rarely occur except after *da*, etc., and those whose forms with present endings may freely occur independently and after *da*, etc. The first group includes all the verbs in the above examples. The verbs in this group all indicate the completion of an action, as opposed to an action in progress, repeated, or indefinite as to completion. For example, *svȓšiim* means 'I finish', not 'I'm finishing'. Since it indicates the completion of the act of finishing, it cannot be used as a simple present but only in such expressions as 'when I finish', 'if I finish', 'after I finish', etc. To say 'I'm finishing' you would have to use another verb form. This group which indicates completion we shall call *perfective* (the action being completed or 'perfected'). The other group, which indicates an action taking place over a period of time, repeated, or with no end to it implied, we call *imperfective*. Examples of this type of verb are *ìdeemo* 'we're going', *žìvìim* 'I live', *vòliim* 'I like'.

Remember, perfective verbs have no present. They have a set of forms with exactly the same endings as you find on the present of imperfective verbs, but they are used only after such words as *da*, *neka*, etc. and in certain other special ways. Imperfective verbs have presents which may also be used after *da*, etc.

2. Covering English and Serbo-Croatian of Word Study (Individual Study)

Check yourself on your knowledge of the *Word Study* by covering first the English, then the Serbo-Croatian, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

Section C—Review of Basic Sentences

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences (Individual Study)

Go through the *Basic Sentences* in Sections A and B, covering up the English, and reading aloud the Serbo-Croatian. Check up on anything you do not know, until you are sure of everything.

3. Word Study Review (Individual Study)

Work through the following exercises as in previous units.

A. Repeat these sentences, using the correct Serbo-Croatian pronoun for the English in parentheses:

1. *Jàa ću bìti kòd* (your place; lit. you) *večèras.*
2. *Òon ràadii s* (us) *ù polju.*
3. (Who) *žèlii ìći u gostiònicu sàda?*
4. *Tòo bi bílo od* (him) *ljepo.*
5. *S* (whom) *òni gòvoree?*
6. *Jàa sam čùo da ćee* (to you) *òni dàti prílično sìjena òvee gòdinee.*

B. Use the correct Serbo-Croatian noun for the English word in parentheses. Be careful to use the right ending. Remember that using the right ending is a matter of habit. You should form correct habits by thorough acquaintance with the *Basic Sentence* and *Listening In* material.

1. *Jàa ìdeem u mòje* (field) *da vìdiim mòje* (hay)
2. *Dà li vam je dòbra* (land)*?*
3. *Ljùudi gòvoree da će mòje* (crop) *bìti dòbro òvee* (year).
4. *Vòliite li vìi* (rain)*?*
5. *Jàa ìdeem u vaároš sa svòjiim* (husband).
6. *Òna ìmaa trìi* (husbands).
7. *Òni vòlee pìti* (milk).
8. (Milk) *je dòbro za pìti.*

C. Use the correct Serbo-Croatian verb form for the English word in parentheses.

1. *Ako vìi* (finish) *sa svòjiim sìjenom, mòžete li mèni màlo* (help)*?*
2. *Nè, mòoraam* (bring in) *mòje sìjeno.*
3. *Jèste li vìi* (brought in) *vàšu pšènicu?*
4. *Ako kìše* (begin) *sàda, nè* (would be) *dòbro za mòje žìto.*
5. *Vjèrujem da će vrijéme ovàkoo* (stay).
6. *Dà li ljùudi* (say) *da će vrijéme* (be) *dòbro?*
7. *Òni* (have) *dòbru, čìrnu zèmlju.*
8. *Da li òni* (like) *òvoo vrijéme?*
9. *Jàa* (will go) *kùći sùtra, ako vrijéme ovàkoo* (stays).

4. What Would You Say? (Individual Study)

1. Peter wants to know if Mićo is going to his field to see his wheat. Mićo says:
   a. *Jàa ću pòčeeti sùtra dovòziti mòje sljeno.*
   b. *Mòja pšènica je kòd kućee.*
   c. *Jèste, ìdeem da vìdiim mòju pšènicu.*
2. Mićo asks if Peter's crop is good this year:
   a. *Jàa ìmaam dòbru, crnu zèmlju.*
   b. *Dà li vam je dòbro žlto òvee gòdinee?*
   c. *Jèste, i mòja zèmlja je dòbra, ali nìje tàko ròdna.*
3. Peter asks Mićo how he likes the weather:
   a. *Mògu i vàma màlo pomòći.*
   b. *Kàko vòliite òvoo vrijéme?*
   c. *Ìdeete li vìi ù vaše pòlje?*
4. Mićo asks Peter why he should be afraid of the weather, as he has his crop in:
   a. *Kìše nè bi bìile dòbre za mòju pšènicu.*
   b. *Zàšto se vìi bòjiite, vìi ste dovèzli vàšu pšènicu kùći?*
   c. *Čìim jàa svrršiim sa svòjiim sljenom, mògu i vàma pomòći.*
5. Peter thinks the rains won't start yet:
   a. *Tòo bi bìílo òd vaas ljepo.*
   b. *Jàa sam čùo áa će òvaa gòdina bìti ròdna.*
   c. *Mèni se čìnii da kìše neéćee jòš pòčeeti.*
6. Mićo expresses his uncertainty as to the weather:
   a. *Vìi ćete ùskoro doóći do njìhovee stàrosti.*
   b. *Mòže bìti, da će vrijéme ovàkoo òstati a mòže kìša jòš večèras.*
   c. *Znaáte kàko je, stàari ljùudi moórajuu ò nečem priíčati.*

Section D—Listening In

1. What Did You Say?

Give your answers in Serbo-Croatian for each of the exercises in the preceding section. Then give the English equivalents of all the expressions in the exercise. The Group Leader will direct your work.

2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct Serbo-Croatian for each English expression, without having to read it from the book. The Group Leader or one of the members of the group should read the English. As a final check the Group Leader will call for your answers to the exercises in the *Word Study Review* (Sec. C.3).

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Serbo-Croatian immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary, then take parts and carry on the conversation.

1. Jack is looking for a restaurant and asks a friendly looking policeman:

Record 10B, after fourth spiral.

Jack: *Izvìnite, gospòdine, jàa sam Amerikaánac i nèznaam sŕpski dòbro.*

Mòžete li vȉ mèni rèći gdjè (gdè) oóvdje (oóvde) ìmaa dòbra gostiònica?

Policeman: *Jèste. Znaáte li vȉ gdjè (gdè) je kíino?*

Jack: *Nèznaam.*

Policeman: *Gdjè (gdè) vȉ žívíite oóvdje (oóvde)?*

Jack: *Žívíim u Hoteélu Krùna.*

Policeman: *Dòbro. Ìdite nà lijevo od òvog hoteéla. Ùskoro ćete vìdjeti kíino nà desno. Tàmo takoódjer ìmaa i gostiònica.*

Jack: *Hvaála vam, gospòdine.*

Policeman: *Mòlim.*
Òni takoódjer gòvoree i èngleeski u gostiònici, ako vȉ žèlíite.

Jack: *Hvaála, ali jàa mòoraam da ùčiim sŕpski, ako žèlíim òstati oóvdje (oóvde).*

Policeman: *Vŕlo dòbro, tòo mi je dràago.*

Record 11A, beginning.

Jack: *Znaáte li vȉi èngleeski?*

Policeman: *Nè, ali mòoj brȁt znàa vȓlo dòbro.*
Òon je sàda u Amèrici.

Jack: *Gdjè (gdè) je òon u Amèrici?*

Policeman: *Nèznaam. Òon je bȉo u Čikaágu, ali vjèrujem (vèrujem) da je sàda u Nèv Jorku.*

Jack: *Tòo je vèlikii grȁad.*

Policeman: *Jèste, jàa znàam.*
Mòže bȉti da ću ȉ jaa tàmo nèkad ȉći.

Jack: *Tòo bi bȉlo vȓlo lȉjepo (lèepo).*
i ònda ću jàa vàma pomòći naáći dòbru gostiònicu.

Policeman: *Hvaála, drȁago mi je.*
Do vȉdjeénja.

Jack: *Hvaála, do vȉdjeénja.*

2. Boško and Ilija talk over their farms and families.

Record 11A, after first spiral.

Boško: *Dòbar dàan, Ȉlija.*

Ilija: *Zdrȁvo Bòško, gdjè (gdè) ȉdeete sa da?*

Boško: *Nèznaam. Žèliite li da se màlo prò ećemo ù polje?*

Ilija: *Dòbro, i mògu vȉdjeti (vȉdeti) mòju pšènicu.*

Boško: *Gdjè (gdè) vam je pšènica?*

Ilija: *Vȉ znaáte gdjè (gdè) je mòje pòlje.*

Boško: *Ȉdeem ȉ jaa da vȉdiim mòje sȉjeno (sèeno).*

Ilija: *Mòje sȉjeno (sèeno) je vèć kòd kućee.*

Boško: *Vȍlite li vȉ òvoo vrijéme (vreéme)?*

Ilija: *Vrijéme (vreéme) je dòbro, ako kȉše ne počnuu.*

Boško: *Ȉ jaa nè volȉim kȉše, jer ȉmaam jòš žȉta ù polju.*

(They reach Ilija's field)

Ilija: *Oóvdje (oóvde) je mòja pšènica.*

Boško: *Vȉdiim da je vȓlo dòbra.*

Ilija: *Jèste, i vȉ ćete vȉdjeti (vȉdeti) da je mòje sȉjeno (sèeno) dòbro.*

Boško: *Vȉ ȉmaate dòbru ròdnu zèmlju.*

Ilija: *Jèste, i vàše pòlje ìmaa dòbru cȓnu zèmlju.*

Boško: *Vȉi ćete sùtra ìmati pšènicu kòd kućee. Mòžete li mèni òndа màlo pomòći?*

Ilija: *Pa dabòme dà ću vam pomòći.*

Boško: *Hvaála, jer ìmaam jòš prilȉično sȉjena (sèena) ù polju.*

Ilija: *Kò ràadii svàma ù polju?*

Boško: *Mòoj stȉn i mòja kćȉi.*

Ilija: *Vàš stȉn Nȉkola i kćȉi Ljùbica?*

Boško: *Jèste.*

Ilija: *Pòznaam ih vȉlo dòbro. Nȉkola je vèć vèlikii mòmak.*

Boško: *Jèste, ali Ljùbica je jòš dijéte (deéte).*

Ilija: *A kò je sàd kòd kućee.*

Boško: *Mòja sùpruga.*

Ilija: *Gdjè (gdè) vam je brȁt i štà òn ràadii?*

Boško: *Nèznaam, vjèrujem (vèrujem) da ràadii ù polju.*

Ilija: *Stàari ljùudi gòvoree da òvaa gòdina nèeće bȉti ròdna.*

Boško: *Štà òni znàjuu štà će bȉti?*

Ilija: *Nèmoojte tàko, i òni moórajuu ò nečem priȉčati.*

Boško: *Jàa razùmijem (razùmeem).*

Section E—Conversation

1. Covering the Serbo-Croatian in the Basic Sentences (Individual Study)

Cover the Serbo-Croatian of the *Basic Sentences* and practice saying the Serbo-Croatian equivalents of the English expressions.

2. Vocabulary Check-Up

Give the Serbo-Croatian expressions for the English equivalents in the *Basic Sentences* as the Group Leader calls for them.

3. Conversation

As you have done in the Conversation in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. By now you have a fair amount of material that you can bring into your conversations. Invent new combinations of subject-matter. Work through these situations, saying in Serbo-Croatian whatever fits the situation, taking parts as you have done in previous units.

1. A meets B on the street. They greet each other and then A suggests to B that they go to a good restaurant. They go in and A asks B what he'd like to drink. B says he'll take some coffee. A calls the waiter and orders coffee for B and milk for himself.

2. A and B ask one another where each is living. A is living in a hotel, B with a Mr. —- (giving the name). Each tells the other what street it's on and whether it can be reached by street car or bus. B asks A if he likes the hotel. A says he does, as it's cheap but good. B says Mr. —— (his landlord) knows his parents. A asks where B works. He's in the university. B asks A, who is in the bank.

3. A is an American and B is a Jugoslav peasant. A greets B and inquires about his crop. B says it's not good this year. A asks about his family. B says he has a daughter and four sons. A asks how they are. B says they are fine, but his second son isn't at home (*kòd kućee* or *kod mène*). A asks where he is. B says he's in America. A asks B's name. He recognizes it and asks if his son is so-and-so. B says yes. A says he knows him well and that he's fine. He tells B that he's an engineer (or tailor, etc.) in —— (an American city).

4. The conversation in the *Basic Sentences* ends rather abruptly. Two of you carry on the conversation to a smooth finish.

Section F—Conversation (*Cont.*)

Continue the conversations started in Section E with a review of parts 1 and 2 of that section if necessary.

FINDER LIST

bòjiim se	бојим се	I fear	*čìim*	чим	as soon as
bi bílo	би било	(that) would be	*jàa sam čùo*	ја сам чуо	I heard
bi bíle	би биле	they would be (with such forms as *kíše*)	*ćе*	ће	he (she, it) will
			doóći	доћи	to come
			ste dovèzli	сте довезли	you brought in
cìpele	ципеле	shoes	*dovòziti*	довозити	to bring in
cȓnu	црну	black (before such forms as *zèmlju*)	*gòdina*	година	year

jer	jep	because
kȉša	киша	rain
kȉše	кише	rains
kùća	кућа	house
kòd kućee	код куће	at the house, at home
kupȉti	купити	to buy
ljȅpo (lèepo)	лијепо (лепо)	nice, nicely
ljùudi	људи	people
mògu	могу	I can (the same as *mòžem;* follow your Guide on which to use)
mòže bȉti	може бити	perhaps (literally, it can be)
ò nečem	о нечем	about something
neéćee	неће	they won't be
nèka	нека	let
nèmoojte	немојте	don't
nije	није	isn't
njȉhovee	њихове	their (before such forms as *stàrosti*)
òstanee	остане	it remains
òstati	остати	to remain
ovàkoo	овако	thus
òvee	ове	this (before such forms as *gòdinee*)
òvoo	ово	(before such forms as *vrijéme*)
pòčeeti	почети	to begin, start
pòčnee	почне	he begins
pòlje	поље	field
pomòći	помоћи	to help
prȉčati	причати	to talk
prȉlično	прилично	a good deal, a lot
pšènica	пшеница	wheat
ròdna	родна	fruitful (with such forms as *zèmlja*)
sàmo	само	only
sȉjeno (sèeno)	сијено (сено)	hay
stàari	стари	old (before such forms as *ljùudi*)
do njȉhovee stàrosti	до њихове старости	to their age
svòjim	својим	with one's own (before such forms as *sȉjenom*)
svȓšii	сврши	(that) he finish
sùtra	сутра	tomorrow

tàčno	тачно	exactly	*vȁše*	ваше	your (with such forms as *pòlje* or *ròdite'lje*)
tôga	тога	of that			
ùskoro	ускоро	soon	*večèras*	вечерас	this evening
vaároš	варош	town	*vrijéme* (*vreéme*)	вријеме (време)	weather
vàma	вама	to you (the same as *vam*)			
			žȉto	жито	grain

(Note: The Croatian—and Serbian—alphabets consider *lj* and *nj* as single letters so they are put after *l* and *n* respectively.)

UNIT 6

REVIEW

To the Group Leader: This unit is intended to furnish the group with a review of all the work done to date: understanding of vocabulary, use of vocabulary, and grammar. Pronunciation should be carefully watched whenever the students are talking. Either the Guide or, if there is no Guide, the Leader and other students should correct faulty pronunciation.

This unit provides several tests which will help you to make sure that you have thoroughly covered the work of the first five units of the course. They will show you what you need to restudy or review.

SECTION A—UNDERSTANDING SERBO-CROATIAN

1. ***True-False Quiz, Part 1***

Prepare for this quiz by taking a sheet of paper and writing down the numbers 1 through 20. When this is done, the Guide or the records will say twenty statements for you. Each one will be given by number and will be spoken twice. As you hear each statement, decide whether it is *usually* true or *usually* false. Don't go into particular cases, but just decide whether the statement would *ordinarily* be true or false. If you think the statement is true, mark *T* opposite the number corresponding to the number of the sentence that has just been spoken. If you think it's false, mark *F* opposite the number. The first statement will be a practice one and will show you just how you are to proceed with the rest of the sentences.

After you have taken the quiz, the Leader will go through your answers with you as a group and will tell you which statements are true and which are false. Grade your own papers, counting one for each correct answer. The Leader will figure out the average grade for your group. If your grade falls below the average of the group as a whole, you need more study and review of the previous units.

Go over the sentences again as a group with the Guide or records. For each item on which you are wrong, be sure that you understand just why you are wrong and what the true meaning of the item is.

To the Group Leader: The record to play is number 11B, from the beginning. There is a spiral after the first statement; lift the needle after this one and ask the group if they all understand how to go about it. If there is any question, go over the above instructions again. If you have a Guide who is to give the statements, you should precede each one by saying 'Statement One', 'Statement Two', and so on. Let the Guide say each one twice, with a little pause after each time. Be sure not to lose count. Do not go through the test a second time until the results have been graded. Let each person grade his own paper as you read the answers from the *Guide's Manual*. Take the quiz with the rest of the group.

2. *True-False Quiz, Part 2*

Now the Guide, or the records, is going to recite for you thirteen short conversations. First listen to the first conversation, with your books closed. After hearing it once, the Guide, if you have one, will read several statements to you in the same manner as he did in Part 1 of this quiz. Each of these statements is about the conversation you have just heard, and if you understand the conversation, you will know whether each of the statements is true or not. If the statement is true, put down a *T;* if it is not, put down an *F*. Put numbers 1 through 5 after each conversation number on a piece of paper, except for conversation 11, which has only four true-false statements. Put your *T*'s and *F*'s after these numbers as you did in Part 1 of this quiz. Since the statements are not on the records, they are given here. If you have no Guide, one of the group who has a good pronunciation will read them to you. Do not look at them before you have taken this quiz or you will not get a good idea of your ability to understand Serbo-Croatian from this test.

When you have heard and marked the statements for the first conversation, the Guide or the records will give you the next, and so on.

Remember to ***keep your books closed*** as you listen to each conversation, and ***do not*** read the true-false statements for a conversation until the quiz is over. You may then read them as a check on your answers and to discuss them with the rest of the group.

To the Group Leader: The first five conversations are on Record 12A, the next four on Record 12B, and the rest on Record 13A. There are spirals between the conversations, so you'll have no trouble finding your place again after each conversation is played and the statements marked by the group.

Do not play any conversation twice. Once through is enough; any replaying or repetition by the Guide will spoil the value of the test.

After going through them all, refer to the *Guide's Manual* for the answers and let each member of the group grade himself, as before. Average their grades to give them an idea of how each stands in regard to the others. Any student who gets less than the average number of answers or less than 80% (whichever is higher) correct,

on either part of this True-False Quiz, needs more thorough study and review of the preceding units. Be sure that the students understand the meaning of all the items which they got wrong; those are the items on which their comprehension is weak, and they need further study either on vocabulary or sentence construction.

Statements for Conversation 1–13:

For Conversation 1.

1. *Brȁanko ìdee da vìdii sȉjeno ù polju.*
2. *Mȉićo mòže ìći sa Brȁankom.*
3. *Brȁanko vòlii da Mȉićo takoódjer ìdee na stànicu.*
4. *Brȁanko žèlii ìći u kȉno, ali Mȉićo nè volii ìći.*
5. *Brȁanko nèznaa u kòliko saátii kȉno pòčinjee.*

For Conversation 2.

1. *Pètar žèlii ìći u Beògrad.*
2. *Strážaar nèznaa gdjè je žèljezničkaa stànica.*
3. *Pètar žèlii da znȁa u kòliko saátii vòoz òdlazii.*
4. *Strážaar vòlii vìdjeti vòoz.*
5. *Pètar ȉ strážaar ìduu skùpa na stànicu.*

For Conversation 3.

1. *Gòspodja Dèlìić nèznaa sȓpski.*
2. *Gòspodjica Joóvić vòlii ìći u gostiònicu i jèsti.*
3. *Gospòdin Dèlìić ne žèlii jèsti, jer òn i gòspodja Dèlìić ìduu u kȉno.*
4. *Òon nè mòže naáći gostiònicu.*
5. *Òni svȉ skùpa ìduu jèsti.*

For Conversation 4.

1. *Jòvan žèlii naáći banku.*
2. *Strážaar mòoraa da znȁa òdaakle Jòvan dòlazii.*
3. *U bànku se ìdee nàjlàkšee ȁutobusom.*
4. *Jòvan bi vòlio promijéniti njègove clpele u bànci.*
5. *Àutobus stȁje na uúglu ùlicee.*

For Conversation 5.

1. *Pètar nè volìi òvoo vrijéme.*
2. *Mȉićo ìmaa jòš prȉlično sȉjena ù polju.*
3. *Pètar ìmaa sàmo kćèer kòd kućee.*
4. *Mȉićo vjèruje da bi kȉša bȉla dòbra za pšènicu.*
5. *Pètar mòoraa dovòziti žìto kùći.*

For Conversation 6.

1. *U gostiònici ìmaa sàmo mèesa i kljèba.*
2. *Jòvan žèlii jèsti, ali je skuúpo zȁ njega.*
3. *Jòvan vòlii doóći òpeet, jer sàd nèemaa nòvaacaa.*
4. *Kònobaar ìmaa sàmo čȁju i čàj za pȉti.*
5. *Kònobaar vjèruje da će Jòvan òpeet doóći.*

For Conversation 7.

1. *Gospòdin Dèliić dòlazii iz Nèv Jorka.*
2. *Òon pòznaa gospòdina Jòhnsona vrlo dòbro, jer gospòdin Jòhnson i òon dòlazee iz Amèrikee.*
3. *Gospòdin Jòhnson je Amerikaánac i dòlazii iz Čikaága.*
4. *Gospòdin Dèliić gòvorii sa gospòdinom Jòhnson.*
5. *Gospòdin Jòhnson ne pòznaa gospòdina Dèliića ali pòznaa njègove ròditelje u Čikaágu.*

For Conversation 8.

1. *Gospòdin Dèliić žèlii vìdjeti mùzej.*
2. *Strážaar tràažii mùzej, jer je vrlo znàmenit.*
3. *Gospòdin Jović vòlii da vìdii katedraálu.*
4. *Strážaar ìmaa gràdskuu màpu ali nè može naáći mùzej.*
5. *Mùzej je nà desno od univerziteéta.*

For Conversation 9.

1. *Brànko je čùo da ljùudi gòvoree da će òvaa gòdina bìti ròdna.*
2. *Čim Pètar svrši sa svòjiim sljenom, òon će pomòći Mìću.*
3. *Mìćo žèlii ìći u vaároš kuúpiti cìpele.*
4. *Brànko vòlii da se màlo razgòvaaraa sa Mìćom.*
5. *Mìćo nè volii ìći da se razgòvaaraa se Brànkom jer mòoraa òdmah kuúpiti cìpele.*

For Conversation 10.

1. *Jòvan vjèruje da Mìćo ìmaa pòlje za sljeno i žìto.*
2. *Òon vòlii da znàa ako Mìćo ìmaa dòbru zèmlju.*
3. *Mìćo će pomòći Jòvanu dovòziti sljeno kùći.*
4. *Mìćo žèlii ìći ù polje da vìdii pšènicu.*
5. *Mìćo nèemaa pòlje, jer je òon brìća.*

For Conversation 11.

1. *Gospòdin Dèliić i gospódin Jović ìduu u vaároš vìdjeti mùzej.*
2. *Òni vìdee katedraálu, bànku i hòteel.*
3. *Jović vjèruje da je hòteel mùzej.*
4. *Dèliić žèlii ìći u bànku pa ònda na univerzitèet.*

For Conversation 12.

1. *Gospòdin Dèliić vòlii ìći u kìno ako je dòbra slìka tàmo.*
2. *Gospòdin Jović vjèruje da je vrlo dòbra slìka i žèlii ìći sa gospòdinom Dèliić.*
3. *Òni su sàstali gòspodjicu Vùk i òni ìduu svì skùpa u mùzej.*
4. *Gospòdin Dèliić nè volii òstati gdjè su gòspodjica Vùuk i gospòdin Ceérić.*
5. *Gospòdin Jović i gospódin Dèliić ìduu kùći sàmo da se razgovaárajuu.*

For Conversation 13.

1. *Ìlija nèznaa štà sùpruga i sìin rdadee.*
2. *Sùpruga i sìin gospòdina Ìlijee ìduu u vaároš.*
3. *Òni vòlee kuúpiti cìpele i mòže bìti i màlo mèesa i krùmpiira.*
4. *Ìlija ne vjèruje da ćee òni bìti kòd kućee večèras.*
5. *Kròjaač će doóći vidjeti Bòška i Ìlija takoódjer žèlii da ga vidii.*

Section B—How Would You Say It!

(For outside preparation or Individual work in class time.)

Go through the following English sentences and prepare to say the equivalents for the English at your next group meeting. *Do not write anything down*, but say the Serbo-Croatian equivalents out loud and keep practicing them aloud until you have the Serbo-Croatian down so cold that when the English is hred at you point-blank you can fire the Serbo-Croatian right back without any hesitation.

I

1. Good morning, Mr. Delich. How are you today?
2. I'm fine, thank you, and you?
3. I don't understand you.
4. Don't speak so fast. Please speak a little slower.
5. Excuse me, where is the railroad station?
6. Go to the left and then to the right.
7. The hotel is straight ahead.
8. I want some cigarettes and matches, please.
9. I want some bread and coffee.
10. How is that called in Serbian (or, Croatian)?

II

1. Where do you come from?
2. My name is Williams; I'm an American.
3. What are you doing here in America?
4. How is your mother today?
5. May I present Mr. Ward.
6. I'm sorry, but my wife doesn't know English.
7. You speak Serbian (or, Croatian) very well.
8. Where are you going now?
9. We're going to the movies.
10. We'll all go together.

III

1. I'm going to the bank to change some money.
2. How does one get to the railroad station, please?
3. I have to get my baggage at the station.
4. We can go either by bus or by trolley.
5. The trolley stops there on the corner.
6. Please give us a map of the city.
7. Let's take a walk through the city.
8. The cathedral and museum are very famous.
9. Excuse me, officer (sir), could you please tell me where the museum is?
10. I don't want to go into the center of the city.

IV

1. Who is Mr. Delich and what's his occupation?
2. He's still a clerk in the hotel.
3. With whom is he talking?
4. He's talking with a policeman.
5. The policeman knows his parents in America.
6. Your son must be a big fellow by now.
7. I haven't seen your brother today.
8. Could you come with us?
9. Yes, I'd love it, thank you.
10. I'm sorry, but we're going with Mr. Jovich at 7:00 o'clock.

V

1. I'm going to the field to see my wheat.
2. Do you have a good crop this year?
3. He has good fertile ground.
4. I like this weather, but I don't think it'll stay this way.
5. I'll start to bring in my wheat tomorrow.
6. Do you still have a lot of hay in the field?
7. As soon as he finishes with his hay, he can help me a little.
8. It seems to me that old men have to talk about something.
9. This year will be a good (fruitful) one, or so I've heard.
10. I'm going to town to buy shoes, but I'll be home tonight.

Section C—How Did You Say It?

To the Group Leader: Simply follow the directions given below.

This Section is a drill on the work you have done in Section B of this unit. Keep your book closed. The Leader will call on members of the group (but not in any fixed order) to speak the Serbo-Croatian equivalents of the English sentences given in Section B. The work must be kept moving rapidly, and interest should never lag. If the Guide is present he is to listen and correct your pronunciation and expressions.

This section is intended to give you a check on your ability to use the vocabulary you have learned

Section D—How Would You Say It?

(For outside preparation or individual work in class time.)

Go through these English sentences and prepare to say the equivalents for the English, just as you did in Section B of this unit. Do not write anything down, but have everything well fixed in your mind, and ready to speak in the next group meeting.

I

1. Yes, they have three sons.
2. What does the third son do?
3. My second brother is a soldier.
4. What are they doing in Serbia?
5. The third is a tailor and lives in Belgrade.
6. One is a doctor and works in America.
7. My brother's a shoemaker, but I still consider him a child.
8. Yes, his son is a student. He's learning English.
9. It seems to me he has a son.
10. What did you say?

II

1. What's your father's occupation?
2. Do you have a daughter also?
3. He wants to be a doctor, like my first son.
4. Yes, my daughter is in the hospital as a nurse.
5. We have a daughter, also, but she's married.
6. Is your brother well paid?

7. Her father is an engineer.
8. Engineers are well paid.
9. Yes, her husband earns good money.
10. Excuse me, I really should go right away.

III

1. Come over to my place, so we can talk.
2. Thank you, I'm glad we met again.
3. Is he speaking too fast?
4. Give me a glass of water, please!
5. What time does the movie begin?
6. The Hotel Palace is on Miloshev street.
7. Let's ask this clerk.
8. They'll order it brought (that it be brought) to you.
9. You don't have to go there for that.
10. What do you have here to see?

IV

1. How do you get there easiest?
2. The bus stops on the other side of the street.
3. That's the cathedral there, do you see it?
4. Excuse me, are you Mr. Delich?
5. Good evening, Mrs. Delich. How do you like this weather?
6. How much does all that cost?
7. What time does the train leave?
8. Seven and four are eleven.
9. The train arrives at five thirty.
10. Certainly, I know him very well.

V

1. Have you gotten your hay in?
2. Yes, and today I'll begin to bring in my wheat.
3. That'd be nice of you.
4. Do you believe the rains will begin tonight?
5. Where are your wife and daughter today?
6. You'll soon reach their age.
7. You know how it is.
8. Rain wouldn't be good for my wheat.
9. I'm afraid of that.
10. Do you want to go to the movies? I believe there's a good picture today.

Section E—How Did You Say It?

To the Group Leader: Simply follow the directions given below.

As in Section C, the Leader will go around the group and ask various members to supply (with books closed) the Serbo-Croatian equivalents for the sentences given in Section D. If the Guide is present, he will listen and correct pronunciation and expression.

This section is intended to give you a check on your understanding of the way the language is built and functions.

Section F—Conversation

The members of the group will carry on short conversations lasting not more than 1 to 2 minutes, in which the entire contents of the preceding units should be used. Everyone should have a chance to take part as many times as possible. The situations of the conversations should be varied and combined as much as possible. Each conversation should begin with greetings and inquiries after each other's health, and should end with formal leave-taking. Here are just a few out of many possibilities for conversations:

1. Meeting friends on street.
   (Include: questions about each other's health, health of parents, health of brother, son or daughter, where they are living now.)
2. Meeting a stranger and introducing oneself.
   (Include: statement of names, questions and answers about where you come from, where you work, where you're living now, what you're doing.)
3. Introducing people.
   (Include: introducing a friend or relative to someone, questions as to where from, languages spoken, ask where going now.)
4. Meeting a friend.
   (Include: questions as to where friend is going, suggestion that you both go to a restaurant, discussion of where best to go, what each wants.)
5. Asking directions for sightseeing trip.
   (Include: questions as to what there is to see, where it is, how best to get there, asking for map of city.)

6. In a restaurant.
   (Include: questions and answers about likes and dislikes, ordering a meal, asking prices, discussion of prices, adding total, paying.)

7. Farming.
   (Include: discussion of land, what crops you have, whether they are yet in the field or in, how the weather will be.)

8. Trades.
   (Include: what your trade is, what your father's is—or was, what you'd like to be, how well you're paid.)

9. Finding your way.
   (Include: how to find a restaurant, hotel, bank, railroad station, etc.)

PART TWO

UNIT 7

A PLACE TO LIVE

Section A—Basic Sentences

Go once through the *Basic Sentences* in unison, concentrating on the *Aids to Listening*, then do the *Hints on Pronunciation;* go once through the *Basic Sentences* individually, and then read the section on the *Cyrillic alphabet*. The last time through individually, notice also the *Conventional Cyrillic Spelling*.

1. Basic Sentences

Record 13A, beginning.

Jack, Harry and John are looking for a room They knock on the door of a rooming house and the landlady appears.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL CYRILLIC SPELLING
	Jack	
Good morning, madam.	*Dòbro jùtro, gòspodjo.*	Добро јутро, госпођо.
	Landlady	
gentlemen!	*gòspodo*	господо
Good morning, gentlemen.	*Dòbro jùtro, gòspodo.*	Добро јутро, господо.
	Jack	
we heard	*mì smo čùli*	ми смо чули
rooms	*sòbe*	собе
for rent	*za iznaájmiti*	за изнајмити
We heard (that) you had rooms to rent.	*Mì smo čùli da vì ìmaate sòbe za iznaájmiti.*	Ми смо чули да ви имате собе за изнајмити.

	Landlady	
of rooms	*sòòbaa*	соба
How many rooms do you want?	*Kȍliko sòobaa vȉi žèlite?*	Колико соба ви желите?
	Jack	
possible	*moguúće*	могуће
three rooms	*trȉi sòbe*	три собе
If possible, three rooms.	*Ako je moguúće, trȉi sòbe.*	Ако је могуће, три собе.
	Landlady	
two rooms	*dvȉje (dvèe) sòbe*	двије (две) собе
I have only two rooms at present.	*Jȁa ȉmaam zà sada sàmo dvȉje (dvèe) sòbe.*	Ја имам за сада само двије (две) собе.
at some day	*za kòjii dȁan*	за који дан
empty	*praáznu*	празну
but any day there's a possibility I'll have another vacant room.	*àli za kòjii dȁan ću moguúće ȉmati jȍš jèdnu sòbu praáznu.*	али за који дан ћу могуће имати још једну собу празну.
	Jack	
to be satisfied	*zadovȍljiti se*	задовољити се
with that	*sȉim*	с'тим
which	*što*	што
short time	*krȁtkoo vrijéme (vreéme)*	кратко вријеме (време)
We'll be satisfied with what you have for a short time.	*Mȉi ćemo se zadovȍljiti sȉim što ȉmaate za krȁtkoo vrijéme (vreéme).*	Ми ћемо се задовољити с'тим што имате за кратко вријеме (време).

	Landlady	
if you will	*izvòlte*	изволте
to look at	*pògledati*	погледати
May I show you the rooms?	*Izvòlte pògledati sòbe!*	Изволте погледати собе!
	Jack	
Yes, please.	*Jèste, mòliim.*	Јесте, молим.
	(They go in.)	
	Landlady	
wide	*pròstrane*	простране
airy	*zraáčne*	зрачне
light	*svijétle (sveétle)*	свијетле (светле)
The rooms are nice; large, airy and light.	*Sòbe su dòbre, pròstrane, zraáčne i svijétle (sveétle).*	Собе су добре, простране, зрачне и свијетле (светле).
	Jack	
Where's the bathroom?	*Gdjè (gdè) je nùžniik?*	Гдје (где) је нужник?
	Landlady	
bathtub	*bànju*	бању
always	*ùvjek (ùvek)*	увјек (увек)
hot water	*tòpluu vòdu*	топлу воду

Record 14A, beginning.

Here it is. It has a tub and there's always hot water.	*Oóvdje (oóvde) je; imaa bànju i ùvjek (ùvek) tòpluu vòdu.*	Овдје (овде) је; имам бању и увјек (увек) топлу воду.

are they?	*jèsu li*	јесу ли
clean	*čìste*	чисте
Are the rooms always clean?	*Jèsu li sòbe ùvjek (ùvek) čìste?*	Јесу ли собе увјек (увек) чисте?
	Landlady	
naturally	*náravski*	наравски
they are	*jèsu*	јесу
Naturally, they are!	*Náravski, jèsu!*	Наравски, јесу.
	Jack	
you charge for	*račùnaate*	рачунате
each	*svàkuu*	сваку
How much do you charge for each room?	*Kòliko vì račùnaate svàkuu sòbu?*	Колико ви рачунате сваку собу?
	Landlady	
the usual price	*òbičnaa cijéna (ceéna)*	обична цијена (цена)
in this part	*u òvom preédjelu (preédelu)*	у овом предјелу (пределу)
a hundred	*stòtina*	стотина
twenty	*dvaádeset*	двадесет
weekly	*nèdeeljno*	недељно
The usual price for a room in this part of the city is 120 dinars a week.	*Òbičnaa cijéna (ceéna) u òvom preédjelu (preédelu) gràada je stòtina dvaádeset dìnaaraa nèdeeljno.*	Обична цијена (цена) у овом предјелу (пределу) града је стотина двадесет динара недељно.
	Jack	
too much	*prèvišee*	превише
for us	*zà naas*	за нас
That's a little too much for us.	*Tò je zà naas màlo prèvišee.*	То је за нас мало превише.

	Landlady	
I thought	*jȁa sam mȉslila*	ја сам мислила
I thought so too.	*Tȁko sam ȉ jaa mȉslila.*	Тако сам и ја мислила.
because of that	*zbȍg togaa*	због тога
to give	*dȁti*	дати
eighty	*osamdèseet*	осамдесет
and so I'll give you each room for 80 dinars a week.	*i zbȍg togaa dȁti ću vam svȁkuu sȍbu za osamdèseet dȉnaaraa nèdeeljno.*	и због тога дати ћу вам сваку собу за осамдесет динара недељно.
	Jack	
to occupy	*zaȕzeeti*	заузети
Good, can we take 'em today?	*Dȍbro, mȍžemo li ih jȍš dȁnas zaȕzeeti?*	Добро, можемо ли их још данас заузети?
	Landlady	
of any kind of clothes	*kȁkovee rȍbee*	какове робе
You can, but do you have anything more in the way of clothes?	*Mȍžete, a ȉmaate li vȉ jȍš kȁkovee rȍbee?*	Можете, а имате ли ви још какове робе?
	Jack	
everything	*svȅ*	све
Everything we have is here.	*Svȅ štȏ ȉmaamo tȍo je ȏvdje (ȏvde).*	Све што имамо то је овђе (овде).

Before you go through the *Basic Sentences* a second time, study the following:

2. Hints on Pronunciation

Accent

You have already become acquainted with words which have varying accents according to the ending which they have. For example: *pȉsaar*, but *pisaára*, *pisáru*, etc.; *hȍteel* but *hoteélu*, *hoteéla*, etc.; *gȍvoriim*,

gòvoriš, etc., but *govòrite* and *govòriti*. These changes follow a great number of different patterns. It will be easiest for you to simply learn the changes of accent, if any, which each word has. Many words have the same accent in all forms, as *màajka, màajku, màajci*, etc., and these will of course cause you no trouble. There is still another group of words which sometimes have an accent and sometimes not. Compare these forms:

PRACTICE

Record 14B, beginning

JÀA sam dòbro	I'm fine
Ì jaa sam dòbro	I'm fine, too
VÀŠA sùpruga I vàš sȉn	your wife and your son
òni su kòd KUĆEE	they're at home
vȉ ste dovèzli VÀŠU pšenicu KÙĆI	you've gotten your wheat in (lit. to the house)
Ù VAŠE PÒLJE	into your field
ȉmaam prilȉično sȉjena Ù POLJU	I have a lot of hay in the field

You have here both *jàa* and *jaa*, *vàša*, *vàšu* and *vaše*, *kùći* and *kuće*, *pòlje* and *polju*. Notice that when these words have no accent they are pronounced together with the word just preceding: *ȉ jaa*, *kòd kuće*, etc. Repeat your pronunciation practice keeping this in mind.

There is another set of words in the above sentences which are sometimes accented and sometimes not. These are *i* and *u* (also *kod*, though no example of this word without accent has been given you). Notice that they are always accented when the word after them—*jàa*, etc.—isn't accented. We have here two kinds of words in respect to accent: those which lose their accent when they follow certain words and those which cause the following word to lose its accent, if possible, and which then take this accent themselves. Since the accent on *pòlje*, *jàa* and the others goes back to the preceding word whenever possible, we say that these words have *recessive* (going back) accent. Those words which are only accented when they are before others with recessive accent we call *proclitics*. A proclitic is a word which is pronounced together with the word which follows it. We therefore say that *pòlje*, *kùća*, *jàa*, etc. have recessive accent and that *i*, *u*, etc. are proclitics.

It should be added that the shift of accent from a word to a proclitic is optional. That is, many speakers (perhaps also your Guide) keep the accent on the word itself and rarely accent the proclitic. Such a speaker would say *kod kùćee, u vàše pòlje, u pòlju*, etc., though he would also sometimes say *kòd kuće*, etc.

3. The Cyrillic Alphabet

The Cyrillic alphabet, used in the third column of your *Basic Sentences*, is very simple and can be learned in an hour or two. Here is the Latin alphabet and the Cyrillic equivalents:

A	a	А	а	L	l	Л	л
B	b	Б	б	Lj	lj	Љ	љ
C	c	Ц	ц	M	m	М	м
Č	č	Ч	ч	N	n	Н	н
Ć	ć	Ћ	ћ	Nj	nj	Њ	њ
D	d	Д	д	O	o	О	о
Dž	dž	Џ	џ	P	p	П	п
Đ	đ	Ђ	ђ	R	r	Р	р
E	e	Е	е	S	s	С	с
F	f	Ф	ф	Š	š	Ш	ш
G	g	Г	г	T	t	Т	т
H	h	Х	х	U	u	У	у
I	i	И	и	V	v	В	в
J	j	Ј	ј	Z	z	З	з
K	k	К	к	Ž	ž	Ж	ж

Be careful not to confuse *b* (б) and *v* (в), *i* (и) and *n* (н) or *h* (х), *p* (п) and *r* (р).

Now go back to the *Useful Words and Phrases* in Unit 1 and compare the Cyrillic column with the Latin (middle) one. Read each word or phrase over carefully, making sure you recognize each Cyrillic sign and what its equivalent is in the Latin. The letter *d* is the *dj* of *djaak*.

Note that the Cyrillic never has double vowels for length and that the accents are not marked. After you have been through all of the *Useful Words and Phrases* this way, cover up the Latin column and see if you can read off the Cyrillic without trouble. You will find that it is quite easy and that only a few of the signs give you difficulty. Go through the *Basic Sentences* of all the Units you have had, reading the Cyrillic of each. From now on always read the Cyrillic as you first study the *Basic Sentences*, using the Latin for accents and vowel length.

Section B—Word Study

1. Word Study (Individual Study)

A. HOW TO USE YOUR CASES—Accusative

Group 1

Nȉsam vȉdeo vàšega BRÀTA	I haven't seen your brother
òon ȉmaa jèdnooga SÌINA	he has one son
òon slùžii dòbar NÒVAC	he earns good money
pitati ćemo PISAÁRA	we'll ask the clerk
da ùzmeem mòju BAGAÁŽU	to get my baggage

Group 2

mòoraam ȉći u BÀNKU	I have to go to the bank
hàjdemo u MÙZEJ	let's go to the museum
ȉdeemo u KIÍNO	we're going to the movies
da se pròšeećemo kròz GRAAD	let's walk through the city
mòoraam ȉći na žèljezničkuu STÀNICU	I have to go to the railroad station
dà li da ȉdeemo na UNIVERZITÈET?	shall we go to the university?

Group 3

dòbro JÙTRO	good morning
làku NÒOĆ	good night (literally, a light night)

In Group 1 all of the examples are used after verbs in the way we use 'him'. We could say 'I haven't seen ***him***', etc. We call a word in such a case the 'object' of the verb.

In Group 2 the examples follow prepositions. Some prepositions are always followed by the accusative. ***kroz*** is one of these. Both ***na*** and ***u*** mean 'to, towards' when followed by the accusative but both may also take the dative and have then different meanings (***na*** meaning 'on, upon' and ***u*** 'in, inside').

In Group 3 the examples are greetings and are in the accusative. This can be seen only from ***làku nòoć***, where the ending ***-u*** on ***làku*** shows it is feminine accusative singular. (***nòoć*** is a feminine ***-i*** noun.) ***jùtro*** would of course be the same were it nominative or accusative. You need only learn such expressions as they are without worrying about the form.

B. NOUN: plural

Masculine

njèen màuž je INŽÌNIIR	her husband is an engineer
INŽINIÍRI su dòbro plàaćeni	engineers are well paid
pòznaate li mòje RÒDITELJE?	do you know my parents?
promijéniti NÒVAACAA	to change some money

Here are four different forms. One, ***inžìniir***, you recognize as nominative singular. The second has an ending ***-i***, the third ***-e*** and the fourth ***-aa***. If you try substituting a pronoun for the form in ***-i***, it will be ***òni*** 'they'. In the same way ***ih*** 'them' would take the place of ***mòje ròditelje***. In other words, the contrast between the ***-i*** form and the ***-e*** form is the same (approximately) as that between 'he' and 'him', 'they' and 'them'. We see, then, that ***-i*** is nominative and ***-e*** accusative plural masculine. The form in ***-aa*** indicates quantity 'some money' and is the genitive plural, literally 'of monies'.

(Note: the ending ***-e***, accusative plural masculine, is used for all masculine nouns whether they designate living or non-living things.)

Feminine ***-a*** nouns

vì ìmaate SÒBE	you have rooms
SÒBE su dòbre	the rooms are nice
kòliko SÒOBAA vì žèliite?	how many rooms do you want?

We have here only two different forms, one in *-e* and the others in *-aa*. If we test them by substituting 'they' and 'them', we would say, 'you have *them*', '*they* are nice' and 'how many *of them* do you want?'. In this way we see that the first *sòbe* is like 'them' and so accusative and the other like 'they' and so nominative. In other words, feminine *-a* nouns have only one ending (*-e*) for both nominative and accusative plural. The 'of' form, ending in *-aa*, is of course genitive and is the same ending we have for the masculine nouns. This *-aa* ending always has a double (long) vowel in the syllable just before it. Notice that in both *sòobaa* and *nòvaacaa* the vowel in the syllable just before *-aa* is double, *oo* and *aa*, though it is single in *sòba* and *nòvac*. You have also had *cigareétaa* (Nom. sing. *cigarèta*), *šbiicaa* (Nom. sing. *šbica*), etc.

We have now added these endings to our list:

Plural	m.		f. (-a)	
Nom.	*-i*	*inžinìri*	*-e*	*sòbe*
Acc.	*-e*	*inžinìre*	*-e*	*sòbe*
Gen.	*-aa*	*inžinìraa*	*-aa*	*sòobaa*

C. ADJECTIVES

1. Short endings

Masculine

jè li òon dòbro PLÀAĆEN?	is he well paid?
inžinìri su dòbro PLÀAĆENI	engineers are well paid
JÈDAN je ljèčnìik	one is a doctor
òon slùužii DÒBAR nòvac	he earns good money
òni su vŕlo ZNÀMENITI	they're very famous

Feminine

moja zèmlja je DÒBRA	my land is good
ali nìje tàko RÒDNA	but not so fertile
jàa ìmaam DÒBRU i RÒDNU, CŔRNU zèmlju	I have good, fertile black earth
ìmaate li JÈDNU sòbu PRAÁZNU?	do you have a vacant room?
sòbe su DÒBRE, PRÒSTRANE i SVIJÉTLE	the rooms are nice, spacy and airy
jèsu li ùvjek ČÌSTE?	are they always clean?

Neuter

dà li vam je DÒBRO žìto? — do you have a good crop?
tòo je SKUÚPO — that's expensive
tòo je JÈFTINO — that's cheap
ÒČEVO ìme je Jòvan Dèlić — father's name is John Delich

The emphasized words here have the same endings that you have learned for the nouns. There are forms with no ending, such as *plàaćen*, *jèdan* and *dòbar* and forms with endings, such as *znàmeniti*, *dòbra*, *dòbru*, etc. If we consider how they are used, we find that *plàaćen* and *jèdan* are nominative (try substituting 'he', 'is that one he?', 'he is a doctor') while *dòbar* is accusative ('he's earning him'; you get the point even though the English sentence sounds a little strange). We see, then, that we have the same form as the masculine nominative and the masculine accusative of nouns not designating something with animal life (that is, no ending). In fact, these words all refer to or describe masculine words in the context (*plàaćen* refers to *inžènjir*; *jèdan* to one of the sons previously mentioned; and *dòbar* goes with the masculine word *nòvac*). Our other forms, *znàmeniti* and *plàaćeni* have the ending *-i*, which we have just learned is the masculine nominative plural ending. These words are not nouns but describe nouns. Such descriptive words we call 'adjectives'.

The next group of adjectives has familiar feminine endings: *-a* (nominative, *dòbra*), *-u* (accusative, *dòbru*, etc.), *-e* (nominative and accusative plural, *dòbre*, etc.). One of the distinctive features of adjectives is the fact that they may have different endings for masculine, feminine and (as you will soon see) for neuter, the same word having masculine endings when used with or referring to masculine nouns (as *dòbar* in *dòbar nòvac*), feminine endings when used with feminine nouns (as *dòbru* in *dòbru zèmlju*), etc. The endings are singular or plural, also, just as in the noun or nouns they accompany or to which they refer. This we call the 'agreement' of an adjective with its noun. The adjective 'agrees' with its noun in gender (m., f., or n.), number (sing. or pl.) and case (Nom., Acc., etc.).

The last group are adjectives with neuter endings: *dòbro*, *skuúpo*, *jèftino*, *òčevo*. The ending here is *-o*, and although it is nominative in all the examples, the accusative would be the same. Both *skuúpo* and *jèftino* agree with *tòo* 'that', which is neuter. Note that *òčevo* means 'pertaining to father'. It is not general, like *fatherly*, but refers to a specific person, so that *òčevo ìme* means 'the name of the father in question'. In our sentence it means 'my father's'.

We now have for our adjectives these endings:

	m.	f.	n.
Nom. sg.	no ending	*-a*	*-o*
Acc.	no ending	*-u*	*-o*
Nom. pl.	*-i*	*-e*	
Acc.		*-e*	

2. Long endings

Masculine

òon je VÈLIKII mòmak	he's a big fellow
DRÙGII je vòjniik	the second's a soldier
TRÈĆII je kròjaač	the third's a tailor
mòoj PRVII sîin	my first son
òon îmaa JÈDNOOGA sîina	he has one son

Feminine

ÒBIČNAA cijéna sòbee	the usual price for a room
gdjè je ŽÈLJEZNIČKAA stànica?	where's the railroad station?
mòoraam îći na ŽÈLJEZNIČKUU stànicu	I have to go to the railroad station
àutobus stàje na DRÙGOOJ straáni ùlicee	the bus stops on the other side of the street
îmaa TÒPLUU vòdu	there's hot water
kòliko vîi račùnaate SVÀKUU sòbu?	how much do you charge for each room?

Neuter

za KRÀTKOO vrijéme	for a short time

Here are some more examples of adjectives. The first four have the ending *-ii*. If we test these, we find that they are all nominatives (he's a soldier', 'he's a tailor', etc.). The next example, *jèdnooga* with an *-ooga* ending, is accusative ('he has him') and goes with the accusative *sîina*. Since *sîina* is a noun which has 'life', we may assume that the *-ooga* ending for the adjective is like the *-a* ending of the noun, used only for the accusative of 'life' nouns. The accusative of adjectives when referring to masculine 'non-life' nouns would be the same as the nominative, as it is in the noun and the adjective with short endings. So *-ii* is both nominative and accusative, and *-ooga* is accusative of 'life' adjectives.

The feminine adjectives in the next group have the endings *-aa* (nominative, *òbičnaa*), *-uu* (accusative, *tòpluu*), and *-ooj* (dative, *drùgooj* with *straáni*, a feminine *-a* noun). Notice that the only difference between the short adjective endings for nominative and accusative feminine and the 'long' ones is the double (long) vowel for the latter. This is true also of our only neuter example quoted above, *kràtkoo*, with *-oo* (here

accusative after *za*, but the nominative ending is of course the same).

	m.	
	Short	Long
Nom. sg.	*dòbar*	*dòbrii*
Acc.	*dòbar*	*dòbrii*
		dòbrooga
Dat.		
Nom. pl.	*dòbri*	
Acc.		

Notice also that *dòbar* has an *a* which is not present in any of the other forms (compare *jèdan, jèdnooga, jèdnu*). It only occurs in the adjective if there is no ending. We may call this 'moveable "a" '. We shall also find it in verb forms, nouns, etc.

There is very little distinction in meaning between the two types of adjective endings. Some adjectives, such as *prvii, trèćii*, have only the long endings. Others may have either the short or long endings, such as *dòbar, dòbrii*. The long endings are the more common. Whenever possible, however, that is, if the adjective may have the short endings, an adjective used like *dòbra* in *mòja zèmlja je dòbra* nearly always has the short endings.

Using the adjective *dòbar* 'good' as an example, we may compare our short and long endings:

f.		n.	
Short	Long	Short	Long
dòbra	*dòbraa*	*dòbro*	*dòbroo*
dòbru	*dòbruu*	*dòbro*	*dòbroo*
	dòbrooj		
dòbre			
dòbre			

D. PRONOUN: *too*

štà je TÒO?	what's that?
TÒO je skuúpo	that's expensive
jàa bi TÒO vòlio	I'd like that
jàa se TÒGAA bòjiim	I'm afraid of that
STÌIM što ìmaate	with that which you have

You can easily identify the different forms of the word *tòo* 'that' from these examples. Nominative and accusative are both *tòo*, the genitive 'of that' is *tògaa*, and the instrumental (leaving off the preposition 'with', *s*) is *tìim*. The word *tòo* is used in reference to things not immediately at hand and yet not at a great

distance off. It is also used for reference to statements previously made in a conversation, as you have in 'I'd like that' (referring to the invitation to the movies. Unit 2) or 'I'm afraid of that' (in reference to rain in Unit 5).

E. VERB: *l*-forms—Past

ðon je BÌO ljječnìik	he was a doctor
jàa sam ČÙO	I heard
mìi smo ČÙLI	we heard
mìi smo se SÀSTALI	we met each other
štà ste vìi KAÁZALI	what did you say?
ðon vas je PÒZDRAVIO	he greeted you
jàa sam MÌSLILA	I thought

Three of the forms here end in *-o: bìo, čùo* and *pòzdravio*. These are used with either *ðon je* or *jàa sam*. When they are so used, the whole phrase indicates something in the past: 'he was', 'I heard', 'he sent greetings'. Another form, *mìslila*, is also used with *jàa sam* and means 'I thought'. But if you look this phrase up in the *Basic Sentences*, you find that it is the *landlady* who's talking. In other words, *-o* is used for masculine singular (that is, with a masculine noun or pronoun, also with 'I' when a man is talking) and *-la* for feminine singular (that is, with a feminine noun or pronoun and with 'I' when a woman's talking). The other forms, *čùli, sàstali, kaázali*, all end in *-li* and are used with *mìi smo* and *vìi ste*. You remember that *-i* was the plural ending of masculine nouns. The ending *-li* is the masculine plural here, used after 'we', 'you' or 'they' when these replace masculine words or after masculine plural nouns. Note that *vìi* is considered a plural. We have, then, three endings so far: *-o, -la* and *-li*. You remember that masculine nouns usually end in a consonant, not in *-o*. The *-o* here is really *l* which is replaced by *-o* when it's at the end of a word. So you actually have *-l* (which is replaced by *-o*), *-la* and *-li*. The distinctive feature is the *l*, to which may be added the other endings: no ending for masculine, *-a* for feminine, *-i* for masculine plural.

All of the examples above used this *l* form with some form of the verb 'to be', and all are translated by an English past tense: 'I heard', 'we met', etc. The present of the verb 'to be' (*jàa sam, ðon je*, etc.) followed by or preceded by the *l* form is equivalent to the English past tense. Whether it is to be translated as 'we met' or 'we were meeting' depends on the form of the verb used. Both would have *mìi smo* plus the *l* form.

Remember: to say something in the past you use the present of the verb 'to be' and add the *l* form of the verb.

Secondly, remember that an *l* at the end of a word is nearly always replaced by *o* when there is no ending. When an ending is added, you have *l*.

'would' forms

jàa BI tòo VÒLIO	I'd like that
BÌ li vii VÒLJELI gràdskuu màpu?	would you like a map of the city?
tòo BI BÍLO ljepo	that'd be nice
kìše nè BI BÍLE dòbre	rains wouldn't be good

If you will for the present ignore the difference between *i* and *je* in *vòlio* and *vòljeli*, you see that you have *-o* and *-li* endings as you do for the past. The difference is only in the word used with it, *bi*. *bi* means 'would be' and usually doesn't change like 'I *am*', 'you *are*' (*jàa sam*, *vìi ste*), but as you see, you can say '*I*'d like' and 'would *you* like?', both using *bi*.

bílo has an ending *-lo* since it is used with *tòo*, which is neuter. *bíle* has *-le* to agree with the feminine plural *kìše*.

We may now list the *l* form endings which we've had:

Sing.	m.	*-o*	Plur.	m.	*-li*
	f.	*-la*		f.	*-le*
	n.	*-lo*			

Summary:

The *l* form of the verb is used with the present of the verb 'to be' to mean something in the past and with the *bi* form to mean 'would do' something. Examples of the *l*-forms you've had are:

jàa sam bìo	I was (man talking)
jàa sam bíla	I was (woman talking)
òon je bìo	he was
òna je bíla	she was
tòo je bílo	that was
mìi smo bíli	we were
vìi ste bíli	you were
òni su bíli	they were (speaking of men)
òne su bíle	they were (speaking of women)

Giving just the *l* form, you have:

čùo (man)	pl. *čùli* (men)
čùla (woman)	*čùle* (women)
čùlo (thing)	

F. ENCLITICS

Group 1	
hvaála, jàa SAM dòbro	thanks, I'm fine
ðon JE Amerikaánac	he's an American
dà SMO se òpeet sàstali	that we met again
vȉ STE iz Amèrikee	you're from America
gdjè SU vàša sùpruga i vàš sȉn?	where are your wife and son?
sùtra ĆU jàa pòčeeti	I'll begin tomorrow
mòže bȉti da ĆE vrijéme ovàkoo òstati	perhaps the weather'll stay this way
ići ĆEMO svȉ skùpa	we'll all go together
i vii ĆETE doóći do njȉhovee stàrosti	you too will reach their age
òni ĆEE bȉti kòd kućee večèras	they'll be at home this evening
Group 2	
dràago MI je	pleasing it is to me
sȉn MU je pȉsaar	his son's a clerk
dà li VAM je dòbro žȉto òvee gòdinee?	is there to you a good crop this year?
pòznaam GA vȑlo dòbro	I know him very well
mòlim VAS	I beg you
jàa IH nè možem naáći	I can't find them
mèni SE čȉnii	it seems to me

In these two groups all of the emphasized words are without accent and are spoken together with the words which precede them. In Group 1 they are all verb forms and in Group 2 pronouns. The pronouns are what we called the 'short' forms. These little words without accent which go with the preceding word we call 'enclitics'. In the *Hints on Pronunciation* we discussed another group of words which go with the preceding word, those with recessive accent. Enclitics have no accent of their own to recede. Only one of the above group may ever be accented, *je*, and then only at the beginning of a sentence or clause. (Example of accented *je: Jè li ðon dòbro plàaćen?*) The question particle *li* is also enclitic.

Place and order of enclitics

Group 1

ìdeete LI vìi ù vaše pòlje?	are you going to your field?
mòja pšènica JE kòd kućee	my wheat's in
ì vii ĆETE doóći do njìhovee stàrosti	you too will reach their age
àa, vìi STE is Amèrikee!	Oh, you're from America!
jèste, i mòja zèmlja JE dòbra	yes, and my land's good
mòliim vas, dàajte MI čàšu vòdee	please give me a glass of water
znaáte li gdjè JE stànica?	do you know where the station is?
i zbòg togaa dàti ĆU VAM svàkuu sòbu za 80 dìnaaraa nèedeeljno	and for that reason I'll give you each room for 80 dinars a week
svè što ìmaamo, tòo JE oóvdje	everything we have is here
jàa ìmaam zà sada sàmo dvìje sòbe, ali za kòjiì dàan ĆU moguúće ìmati jòš jèdnu sòbu praáznu	I have only two rooms at present, but any day I'll possibly have another room empty

The examples in this group show us where enclitics come in an utterance. In the first example *li* comes immediately after the first word in the sentence. In the second example the enclitic comes right after the phrase *mòja pšènica*. In the third example you have both *i* 'and' and *vii* 'you' before the enclitic. (In this example the word *vii* counts as the first accented word, although it has recessive accent and so has lost it to *i*.) So we see that the enclitic comes immediately after the first accented word or phrase in the clause and that this word or phrase may have *i* before it.

In the next example, however, we find *àa* 'Oh' and then our clause with first an accented word and then the enclitic (*ste*). In the same way we find in the rest of the examples other words (*jèste*), phrases (*i zbòg togaa*), or clauses (*mòliim vas*, *znaáte li*, etc.) before the clause containing the enclitic. In other words, our enclitics come immediately after the first accented word or phrase in their own clause, though this clause may be preceded by other words, phrases or clauses. We may show this by writing our examples this way:

Other phrases, etc.	Connective
	ì
àa	
jèste	*i*
mòliim vas	
i zbòg togaa	
svè što ìmaamo	
jàa imaam, etc.	*ali*

Accented Word or Phrase	Enclitics
ìdeete	*li*
mòja pšènica	*je*
vìi	*ćete*
vìi	*ste*
mòja zèmlja	*je*
dàajte	*mi*
znaáte	*li*
dàti	*ću vam*
tòo	*je*
za kòjii dàan	*ću*

Group 2

dà LI VAM JE dòbro žìto? — do you have a good crop?
dràago MI JE dà SMO SE òpeet sàstali — I'm glad we met again
sìin MU JE pìsaar — his son's a clerk
mìi ćemo nareéditi da VAM SE tòo dònese u hòteel — we'll order that it be brought to the hotel for you
dàti ĆU VAM sòbu — I'll give you æ room
dà LI SU oóvdje? — are they here?

We have just learned about the position of enclitics in the sentence as a whole, and our next question is "What order do enclitics have among themselves?" There is often more than one enclitic in a sentence, and these examples show us which comes first, which second, etc. In our first and last examples we have *li* as the first of several enclitics. The particle *li*, if present, is always the first of a series of enclitics. In the first example the dative pronoun *vam* comes before *je* 'is'. We see in other examples that the dative pronouns regularly precede *je* (*mi je, mu je*). In *da vam se tòo*, etc., the dative *vam* precedes the accusative *se*. We have so far, then, *li* first, dative pronoun, accusative pronoun, *je* 'is'. In the other examples we see that *smo* comes before *se* and *ću* before *vam*. If we chart our examples again we have:

Position: 1	2	3	4	5
li		*vam*		*je*
		mi		*je*
		mu		*je*
		vam	*se*	
	smo		*se*	
	ću	*vam*		
li	*su*			

As we mentioned before, *li* is always in Position 1. The word *je* is the only one of the present forms of 'to be' (*sam*, *je*, *smo*, etc.) which occurs in Position 5. The rest (*smo*, as above, and the others) occur in the same place as *ću*, etc., that is, in Position 2.

We may now make a chart of the enclitics we've had and their order in relation to each other:

Position: 1	2	3	4	5
li	*sam*	*mi*	*me*	*je*
	smo	*mu*	*ga*	
	ste	*nam*	*nas*	
	su	*vam*	*vas*	
	ću		*se*	
	će			
	ćemo			
	ćete			
	ćee			

Naturally you would never get all five positions filled in one utterance, since you would not get both *je* 'is' and any enclitic listed in Position 2. You may, however, have four of the positions filled: *dà LI SU VAM SE dònijeli?* 'were they brought to you?' or *dà LI VAM SE JE dòneo?* 'was it brought to you?'

G. Verb 'to be': Long forms

JÈSU li sòbe čiste?	are the rooms clean?
náravski, JÈSU!	naturally, they are!
JÈSTE li vi gospòđin Jovićl?	are you Mr. Jovich?

As we learned in the last section, *sam*, *smo*, *ste* and *su* are all enclitic and never come at the beginning of a sentence. In the above examples we have *jèsu* and *jèste*, which are the longer forms of *su* and *ste* just as *njèga* was the longer form of *ga*. They are accented and so may stand at the beginning of a sentence. Two of their uses are illustrated by these examples: before *li* in a question and to answer a question in the affirmative (often with emphasis: *jèsu!*). These longer forms are simply *je-* plus the shorter form, and you may easily form the others you haven't had: *jèsam* 'I am' and *jèsmo* 'we are'. The form *jè* is used before *li*, as you know, but cannot be used in answer to a question. In that case you use *jèst*, one of the words you've been using for 'yes'. Our forms are, then:

jèsam I am	*jèsmo* we are	(Note: The enclitic *je* has no accent. The *jè* used before *li* is accented and so belongs with this group of forms.)
	jèste you are	
jè, jèst he (she, it) is	*jèsu* they are	

2. Covering English and Serbo-Croatian of Word Study (Individual Study)

Check yourself on your knowledge of the *Word Study* by covering first the English, then the Serbo-Croatian, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

Section C—Review of Basic Sentences

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences (Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the Serbo-Croatian. Check up on anything you do not know, until you are sure of everything.

3. Word Study Review (Individual Study)

Work through the following exercises as in previous units.

A. After each of these incomplete sentences are three forms of a word. Choose that form which is the correct one and repeat the sentence using it in the proper place:

1. *Jàa sam vìdeo* ____ *Jovića dànas.*
   a. *gospòdinom*
   b. *gospòdina*
   c. *gospòdinu*

2. *Jèste li vi vìdjeli da òna ìmaa* ____ *za iznàdjmiti?*
   a. *sòba*
   b. *sòbee*
   c. *sòbu*

3. *Vli mòžete ìći u ____ aùtobusom ili vòzom.*
   a. *gràad*
   b. *gràada*
   c. *gràadu*

4. *Znaáte li vli òbičnuu ____ sòbee u òvom preédjelu gràada?*
   a. *cijéna*
   b. *cijénu*
   c. *cijéne*

5. *____ je vrlo skuúpa sàda.*
   a. *pšènica*
   b. *pšènicu*
   c. *pšènicee*

6. *Šlà je cijéna ____ oóvdje u Srbiji?*
   a. *sljeno*
   b. *sljena*
   c. *sljenu*

7. *____ će bìti dòbra za žlto.*
   a. *klša*
   b. *klšu*
   c. *klše*

8. *Bì li vli vòljeli vìdjeti ____?*
   a. *bólničaarka*
   b. *bólničaarku*
   c. *bólničaarkee*

9. *Gdjè mògu naáći ____?*
   a. *kròjaač*
   b. *krojaáča*
   c. *krojaáču*

10. *Ne govòrite sa svàkiim ____ na ùlici.*
    a. *vojnlíku*
    b. *vojnlíka*
    c. *vojnlíkom*

11. *Vli ìmaate ____ àutobus.*
    a. *dòbar*
    b. *dòbrii*
    c. *dòbro*

12. *Vidiite li ____ kùću od uúgla ùlicee?*
    a. *trèćii*
    b. *trèćaa*
    c. *trèćuu*

13. *Gostiònica je 1. ____, ali nije tàko 2. ____.*
    1. a. *dòbra*
       b. *dòbro*
       c. *dòbru*
    2. a. *jèftino*
       b. *jèftinii*
       c. *jèftina*

14. *Jèsu li ____ dòbro plàaćeni?*
    a. *vojníkaa*
    b. *vojníci*
    c. *vojníka*

15. *Òni žívee u ____ kùći.*
    a. *ñjepi*
    b. *lijépooj*
    c. *ñjepo*

B. Use the correct Serbo-Croatian for the English in parentheses:

1. *Mòji ròditelji* (live) *u Amèrici.*
2. *Kòliko* (matches) *žèliite?*
3. *Mòoj* (third) *stìn je kròjaač kào i mòoj òtac.*
4. *Òon se ne bòjii* (of that).
5. (Were you) *u Nèv Jorku dànas?*
6. *Jàa* (thought) *da ste vȉi mène čùli.*
7. *Òon* (heard) *da ìmaam trȉi sòbe za iznaájmiti.*
8. *Òni ìduu u* (center) *gràada.*
9. *Jè li bànja ùvjek* (clean)?
10. *Mòja kàfa je* (hot) *ali nȉje* (good).
11. *Ìdite na* (railroad) *stànicu da ùzmeete mòju bagaážu.*
12. *Jèsu li* (houses) *u Srbiji zraáčne i svijétle?*

C. Each of these sentences has two or more enclitics listed after it. These are to be said in their proper place. The blanks indicate where they should go, but you must know what order they should be in. For example, *pòznaate ____ ____?, ga, li* should be *pòznaate li ga?* Be sure you know the meaning of each sentence.

1. *Òon ____ ____ vìdeo jùčeer. je, me*
2. *Jàa vòliim da ____ ____ dàti. mu, ćete, ga*
3. *Mȉi ____ ____ vìdjeti sùtra. vas, ćemo*
4. *Òni ____ ____ sàstali u hoteélu. su, se*
5. *Za kòjii dàan ____ ____ dàti vaš nòvac. ću, vam*
6. *Mȉsliite ____ da ____ ____ zadovòljiti sa dvȉjesòbe? se, li, ćete*
7. *Vjèrujete ____ ____? nam, li*
8. *Mòžemo ____ ____ òdmah pògledati? li, ih*
9. *Vȉi ____ kaázali da ____ nareéditi da ____ ____ tòo dònese ù kuću. se, ste, nam, ćete*
10. *Dàajte ____ ____. ih, mu*

4. What Would You Say? (Individual Study)

1. Jack is looking for rooms for himself and two friends. He says to the landlady:
   a. *Dòbro jùtro gòspodo!*
   b. *Dà li vȉi ȉmaate sòbe za iznaájmiti.*
   c. *Tòo je zà naas màlo prèvišee.*
2. The landlady tells him that she has only two rooms at present. She says:
   a. *Àko je mogúće, trȉi sòbe.*
   b. *Kòliko sòobaa vii žèliite?*
   c. *Sàda ȉmaam sàmo dvȉje sòbe.*
3. Jack says he and his friends will be satisfied:
   a. *Dòbro jùtro, gòspodjo.*
   b. *Mȉi ćemo se zadovòljiti stȉim štò ȉmaate zà sada.*
   c. *Izvòlte pògledati sòbe!*
4. Jack inquires about the cleanliness of rooms. He says:
   a. *Sòbe su dòbre, pròstrane i ùvjek zraáčne i svijétle.*
   b. *Dàli su vàše sòbe ùvjek čiste?*
   c. *Oóvdje je; ȉmaa bànju i ùvjek tòpluu vòdu.*
5. Landlady tells Jack the usual price of the rooms in her city:
   a. *Tòo je zà naas màlo prèvišee.*
   b. *Obíčnaa cijéna sòbee je stòtina dvaádeset dȉnaaraa nèdeeljno.*
   c. *Kòliko vȉi račùnaate svàkuu sòbu?*
6. Jack asks the landlady if he and his friends can occupy the rooms right away:
   a. *Jaà ću vàm dàti mòje sòbe za osamdèseet dȉnaaraa nèdeeljno za svàkuu sòbu.*
   b. *Dòbro, mòžemo li mȉi òdmah zaùzeeti sòbe?*
   c. *Náravski, ȉmaate li vȉi kàkovee ròbee?*

Section D—Listening In

1. What Did You Say?

With the other members of the group give orally your responses to the previous exercise as the Group Leader calls for them.

2. Word Study Check-Up

Give the Serbo-Croatian for all English Equivalents in the *Word Study* as the Group Leader calls for it.

3. Listening In

Jack, Harry and John are looking for a room. They knock on the door of a rooming house and the landlady appears: Record 14B, after first spiral.

Jack: *Dòbar dàan gòspodjo!*
Ìmaate li vìi sòbe za iznaájmiti?

Landlady: *Dòbar dàan gòspodo!*
Jàa ìmaam sàmo dvìje (dvèe) sòbe zà sada.

Jack: *Mìi tràažiimo trìi, ako ìmaate.*

Landlady: *Žào mi je, ali tòo je svè što ìmaam.*
Ùskoro ću ìmati jòš jèdnu praáznu.

Jack: *Dòbro, mìi ćemo se zadovòljiti sa dvìje (dvèe) sòbe.*

Landlady: *Tòo će bìti sàmo za kràtkoo vrijéme (vreéme).*

Jack: *Mògu li pògledati sòbe?*

Landlady: *Jèste, izvòlte.*

Jack: *Vrlo dòbre sòbe.*

Landlady: *Vìi ćete ih vòliti, jer su pròstrane, svijétle (sveétle), zraáčne i ùvjek (ùvek) čiste.*

Jack: *Tòo mi je dràago.*

Landlady: *Takoódjer oóvdje (oóvde) je nùžniik, bànja i ùvjek (ùvek) tòplaa vòda.*

Jack: *A sàd mòliim vas, štà je cijéna (ceéna) za svàkuu sòbu nèdeeljno?*

Landlady: *Jàa nèznaam, štà vìi ìmaate rèći?*

Jack: *Nè, nè, mìi ćemo se zadovòljiti, ali vìi mòoraate rèći cijénu (ceénu) sòobaa.*

Landlady: *U òvom preédjelu (preédelu) gràada cijéna (ceéna) sòbee je stòtina dìnaaraa nèdeeljno.*

Jack: *Mòliim vas, dà li je tòo òbičnaa cijéna (ceéna) za jèdnu sòbu?*

Landlady: *Jèste, tòo je òbičnaa cijéna (ceéna).*

Jack: *Tòo je màlo sùviše.*

Landlady: *Pa dòbro, ònda ću vam dàti sòbe za osamdèseet dìnaaraa nèdeeljno za svàkuu.*

Jack: *Hvaála vam, tòo je òd vaas ljepo (léepo).*

Landlady: *Ì jaa sam mìslila da je stòtina dìnaaraa prèvišee.*
Gdjè (gdè) je vàša bagaáža?

Jack: *Jòš je u hoteélu.*
Mòžemo li jòš dànas zaùzeeti sòbe?

Landlady: *Jèste, zàšto nè?*
Sòbe su sàd vàše, gòspodo.
Gdjè (gdè) ste se vìi svì skùpa sàstali, ako mògu piítati?

Jack: *U Beògradu u hoteélu Krùna.* (To his friends:)
Sàd ìmaamo sòbe, hàjdemo da se màlo pròseećemo.

Record 15A, beginning.

Jack: *Ìmaa li bànka oóvdje (ováde) u òvom preédjelu (preédelu) gràada?*

Harry: *Náravski da ìmaa, nè vidiite li vìi da je òvoo vèlikii gràad?*

Jack: *Sùtra ćemo ìći na univerzitèet.*

Harry: *Zàšto, štà ćemo tàmo raáditi?*

Jack: *Tòo ću vam rèći sùtra.*

Harry: *Znaáte li vìi da kod univerzitèeta ìmaa dòbra gostiònica?*

Jack: *Tòo mi je dràago, mòžemo tàmo sùtra jèsti.*

Harry: *Ali àko je sùtra kìša kào dànas, jàa ću bìti kòd kućee.*

Jack: *Jèst, sàmo štà ćete jèsti kòd kućee?*

Harry: *Jàa se ne bòjiim za jèdan dàan, kuúpiti ću màlo mèesa i hljèba (hlèba).*

Jack: *Vrlo dòbro, ali àko je sùtra kìša, jàa ću ìći u mùzej.*

Harry: *Znaáte li vìi gdjè (gdè) je mùzej?*

Harry: *Gdjè (gdè) žèliite da ìdeemo?*

Jack: *Màlo kròz graad, pa ònda mòže bìti u kiíno.*

Harry: *Jàa jòš mòoraam ìći u bànku promijéniti (promeéniti) nòvaacaa.*

Jack: *Nè jàa, àli ću piítati pisaára u hoteélu*

Harry: *Òon nèznaa gdjè (gdè) je mùzej.*

Jack: *Kàko nèznaa?*
Òon žìtvii u òvom graádu vèć dùgo.

Harry: *Pa jèste, ali òon je ùvjek (ùvek) u hoteélu i ùvjek (ùvek) ràadii.*

Jack: *Àko ì vii žèliite ìći u mùzej, ònda ćemo ìći tràmvaajem ìli ako vòliite, aùtobusom.*

Harry: *Dòbro, tòo je za sùtra, ali sàda hàjdemo da vìdiimo gràad.*

Jack: *Tàko sam ì jaa mìslio, ì too òdmah.*

Harry: *Zàšto òdmah?*

Jack: *Ako ìdeemo òdmah, doóći ćemo kùći na vrijéme (vreéme).*

Harry: *Tòo bi ì jaa vòlio, jer ìmaam nèšto màlo raáditi.*

Jack: *Štà vìi ìmaate raáditi večèras?*

Harry: *Òo, mòoraam ìći u bànku da vìdiim pisaára zbog nòvaacaa.*

Jack: *Štà se bòjiite?*
Mìi ćemo tàmo doóći jòš na vrijéme (vreéme).

Harry: *Tòo je tàko, ali vìi vŕlo dòbro znaáte da òni u bànci ràadee sàmo jèdnu vèčeer nèdeeljno.*

Jack: *Žèliim da ìmaam dòsta nòvaacaa.*

Harry: *Pa štà bi vìi ònda raádili?*

Jack: *Nèznaam, ali sàmo znàam da nè bi hìo kòd kućee.*

Harry: *Nè vjerujem (verujem) da žèliite ìći u kìíno svàkii dàan.*

Jack: *Tòo je štò jòa vòliim.*

Section E—Conversation

1. Covering the Serbo-Croatian of Basic Sentences (Individual Study)

With the Serbo-Croatian covered, practice until you can speak the Serbo-Croatian for each English sentence without hesitation.

2. Vocabulary Check-Up

Give the Serbo-Croatian for all English sentences in the *Basic Sentences* as the Group Leader calls for it.

3. Conversation

1. A is wanting a room in a hotel. B is the clerk. Discuss getting a room with bath, including price, etc. A wants to rent by the week.

2. A and B are students hunting a room in a rooming house. C is the landlady. Discuss the number of rooms available (A and B want separate rooms but will accept one if it is nice enough), the cleanliness, etc.

3. Hold a free conversation between two students, using the sentences you've had and talking on any subject, limiting yourself to the material about which you can converse freely.

SECTION F—CONVERSATION (*Cont.*)

Continue conversation with additional check-up if necessary.

FINDER LIST

New adjectives are given here with both the short and long endings (masculine). Notice that many have movable "a". Some adjectives have only long endings and some are irregular so only forms you can recognize from the work you've had so far are given.

bànja	бања	bathtub
cijéna (ceéna)	цијена (цена)	price
čȉst, čȉstii	чист, чисти	clean
čùo	чуо	*l* form of the verb 'to hear' (*čùti*)
dàti	дати	to give
dvàdeset	двадесет	twenty
dvȉje (dvèe)	двије (две)	two (with feminine nouns)
gòspodo	господо	gentlemen! (vocative)
iznaájmiti	изнајмити	to rent
izvòlte	изволте	if you will! (a polite expression for 'please do!', 'go right ahead!' etc.)
jèsu	јесу	they are
kàkova	каково	some kind of (fem.)
kòjii	који	some (masc.)
krȁtak, krȁtkii	кратак, кратки	short
mȉslio	мислио	*l* form of the verb 'to think'
moguúće	могуће	possible
náravski	наравски	naturally
nèdeeljno	недељно	weekly
òbičan, òbičnii	обичан, обични	usual
osamdèseet	осамдесет	eighty
òvom	овом	this (masc. dat. sg.)
preédjel (preédel)	предјел (предел)	part, section
prèvišee	превише	too much

pògledati	погледати	to look at
praázan, prdaznii	празан, празни	empty
prdstran, prdstranii	пространи, пространи	wide
račùnaa	рачуна	he charges for
rdba	роба	clothes, goods
sàmo	само	only
sdba	соба	room
stòtina	стотина	a hundred
svàkii	сваки	each (only has long form)
svè	све	everything
svijétao, svijetlii (sveétao, svèetlii)	свијетао, свијетли (светао, светли)	light, bright
štò	што	which, that
tòpao, tòplii	топао, топли	hot
ùvjek (ùvek)	увјек (увек)	always
vrijéme (vreéme)	вријеме (време)	time
za	за	at (in *za kojii daan*)
zadovòljiti se	задовољити се	to be satisfied
zbog	због	because of
zaùzeeti	заузети	to occupy
zraáčan, zràačnii	зрачан, зрачни	airy

UNIT 8

FILL 'ER UP

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then do the *Hints on Pronunciation*, and then run twice more through the *Basic Sentences* individually.

1. Basic Sentences

Record 15B, beginning.

Dan is in Jugoslavia and stops at a gas station.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL CYRILLIC SPELLING
	Dan	
Good morning ('day'), sir.	*Dòbar dàan gospòdine!*	Добар дан господине!
	Attendant	
having come well	*dòbro dòšli*	добро дошли
Good morning ('day'), welcome!	*Dòbar dàan, dòbro dòšli!*	Добар дан, добро дошли!
	Dan	
of gasoline	*benzína*	бензина
Do you have any gas?	*Ímaate li benzína?*	Имате ли бензина?
	Attendant	
much	*mnògo*	много
to receive	*dòbiti*	добити
yesterday	*jùčeer*	јучер
barrel	*bùre*	буре

Not much, but I got a barrel yesterday.	*Nè mnògo, ali sam jùčeer dòbio jèdno bùre.*	Не много, али сам јучер добио једно буре.
after the war	*pòslje (pòsle) ràta*	после (после) рата
difficult	*teéško*	тешко
especially	*náročito*	нарочито
You know how everything's hard to get now after the war, and gasoline especially.	*Znaáte kàko je sàda pòslje (pòsle) ràta da je svè teéško dòbiti a náročito bènziin.*	Знате како је сада после (после) рата да је све тешко добити а нарочито бензин.
	Dan	
hurry!	*požuúrite se*	пожурите се
I should *or* need to	*trèbaam*	требам
of time	*vrèmena*	времена
Please hurry (a little).	*Mòliim vas, požuúrite se màlo.*	Молим вас, пожурите се мало.
I have to go (right away); I haven't [much] time.	*Jàa trèbaam òdmah ići, nèemaam vrèmena.*	Ја требам одмах ићи, немам времена.
	Attendant	
O.K., (I will) right away; how much do you want?	*Dòbro, sàd ću, kòliko žèliite?*	Добро, сад ћу, колико желите?
	Dan	
you sell	*pròdajete*	продајете
this	*òvaaj*	овај
according to	*na*	на
litres	*lítre*	литре
kilograms	*kílograame*	килограме
How do you sell this gas, by litres or kilograms?	*Kàko pròdajete òvaaj bènziin, na lítre íli na kílograame?*	Како продајете овај бензин, на литре или на килограме?

	Attendant	
By litres.	*Na lìtre.*	На литре.
	Dan	
how much?	*pòšto*	пошто
How much is a litre of gas?	*Pòšto je lìtra benzìina?*	Пошто је литра бензина?
	Attendant	
Ten dinars.	*Dèset dìnaaraa.*	Десет динара.
	Dan	
(Oh that's)[1] too expensive!	*Òo, tòo je prèskuupo!*	О, то је прескупо!

Record 16A, beginning.

	Attendant	
Yes, it's expensive, but if you need it, this is pure gasoline.	*Jèst, skuúpo je, ali ako vì trèbaate, òvoo vam je čìstii bènziin.*	Јест, скупо је, али ако ви требате, ово вам је чисти бензин.
there's not	*nèemaa*	нема
of mixture	*mjèšavinee (mèšavinee)*	мјешавине (мешавине)
There's no mixture here.	*Oóvdje (oóvde) nèemaa mjèšavinee (mèšavinee).*	Овђе (овде) нема мјешавине (мешавине).
	Dan	
of what kind of a mixture?	*kàkovee mjèšavinee (mèšavinee)*	какове мјешавине (мешавине)
What do you mean, mixture?	*Štà mòliim, kàkovee mjèšavinee (mèšavinee)?*	Шта молим, какове мјешавине (мешавине)?

[1]In parentheses because omitted on the record.

mixed
kerosene
cheaper
of weaker quality
If the gas is mixed with kerosone, then it's cheaper but (of) worse (quality).

fifty
of litres
it will be
enough
Good, give me fifty litres; that'll be enough for me to Skoplje.

oil for a car
and two litres of oil, please.

in order
Very good. Now everything's O.K.,

tires
you have gas, oil, [and] there's plenty of water, your tires are all right,

Attendant

pòmiješaan (pòmeešaan)
petròulje
jeftìnijii
slàbijee kvaliteétee
Àko je bènziin pòmiješaan (pòmeešaan) sa petròuljem, ònda je jeftìnijii àli je slàbijee kvaliteétee.

Dan

pedèseet
lìtaaraa
bìće
dòsta
Dòbro, dàajte mi pedèseet lìtaaraa, bìće mi dòsta do Skòplja.

ùlje za àuto
i jòš vas mòliim, dvìje (dvèe) lìtre ùlja za àuto.

Attendant

u reédu
Vrlo dòbro. Sàd je svè u reédu,

gùme
ìmaate bènziin, ìmaate ùlje, vòdee ìmaa dòsta, gùme su vam dòbre,

помијешан (помешан)
петроуље
јефтинији
слабије квалитете
Ако је бензин помијешан (помешан) са петроуљем, онда је јефтинији али је слабије квалитете.

педесет
литара
биће
доста
Добро, дајте ми педесет литара, биће ми доста до Скопља,

уље за ауто
и још вас молим, двије (две) литре уља за ауто.

у реду
Врло добро. Сад је све у реду,

гуме
имате бензин, имате уље, воде има доста, гуме су вам добре,

here!	*èvo*	ево
bill	*ràčuun*	рачун
hundred	*stò̀o*	сто
sixty	*šezdèseet*	шездесет
and here's your bill for 564[1] dinars.	*i sàda èvo vam ràčuun od pèet stò̀o šezdèseet i čètir dìnaara.*	и сада ево вам рачун од пет сто шездесет и четир динара.
	Dan	
1,000 dinar bill	*hìljadaarka*	хиљадарка
Here's a 1,000 dinar bill.	*Èvo vam hìljadaarka.*	Ево вам хиљадарка.
	Attendant	
Thank you, goodbye.	*Hvaála, zbò̀gom.*	Хвала, због ом.

[1]Mistakenly 560 on the record.

2. Hints on Pronunciation

t and *d*

Perhaps you have noticed that there is a slight difference between English *t* and *d* and the Serbo-Croatian *t* and *d*, either when listening to Serbo-Croatian words or in hearing your Guide (should you have one) pronounce English words with these sounds. Unless he has mastered the English language very well, he will have an 'accent' when pronouncing English words with *t* or *d* in them. The reason for this is that Serbo-Croatian *t* and *d* are pronounced with the tip of the tongue against the upper *teeth*, not against the ridge behind the teeth (as in English). Listen carefully to your Guide (or the records) and see if you can hear the difference between the English and Serbo-Croatian sounds. At all events, practice saying your Serbo-Croatian *t*'s and *d*'s with your tongue against your teeth. Here are a few examples to start practicing on:

Record 16B, beginning.

tò̀o	that	*dò̀bro*	good
čètiri	four	*dàan*	day

Section B—Word Study

1. Word Study

A. ADJECTIVES: Pronominal

Masculine	*MÒOJ sȉn je djàak*	my son's a student
	pòznaate li MÒJE ròditelje?	do you know my parents?
	čiim se VÀŠ òtac zànimaa?	what's your father's occupation?
	nȉsam vȉdeo VÀŠEGA bràta	I haven't seen your brother
	òon pòznaa NJÈGOVE ròditelje	he knows his parents
	NJÈEN mùuž je inžȅnjir	her husband's an engineer
Feminine	*MÒJA kćȉ je bólničaarka*	my daughter's a nurse
	MÒJA sùpruga ne gôvorii sȑpski	my wife doesn't speak Serbian
	da vam prèstaviim MÒJU sùprugu	may I present my wife
	a kàko je VÀŠA màajka?	and how's your mother?
Neuter	*jàa ću dovòziti MÒJE sȉjeno*	I'll bring in my hay
	ȉdeete li vȉ ù VAŠE pòlje?	are you going to your field?

These adjectives are called 'pronominal' as they are based on pronoun roots—compare *njèga* 'him' and *njègove* 'his'—and have forms corresponding to each pronoun. We may compare English 'I—my', 'you—your', 'he—his'. Here we have *jàa—mòoj, vȉ—vàš*, etc.

As adjectives they have a complete set of endings, a few of which you have noticed in the above examples. It is not hard to identify the forms as the endings here are practically the same as those of the other adjectives you've studied. The forms from the above sentences are:

	Masculine		Feminine		Neuter	
sg. Nom.	*mòoj*	*vàš*	*njèen*	*mòja*	*vàša*	
Acc.		*vàšega*		*mòju*		
pl. Acc.	*mòje*	*njègove*			*mòje*	*vaše*

Notice that *mòja* is used with both *kćèi* and *màajka*, both of which are feminine though they have different endings. Remember that *vàšega* (compare *jèdnooga;* *vàšega* has *-ega* because of the *š*) is used only with 'life' nouns, so *vàš* would be the accusative for the others (as would *mòoj*). You may easily fill in others of the pattern:

Masculine						
sg. Nom.	*mòoj*	*vàš*	*njèen*	pl. *mòji*	*vàši*	*njèeni*
Acc.	*mòoj*	*vàš*	*njèen*	*mòje*	*vàše*	*njèene*
		vàšega				
Feminine						
sg. Nom.	*mòja*	*vàša*	*njèena*	pl. *mòje*	*vàše*	*njèene*
Acc.	*mòju*	*vàšu*	*njèenu*	*mòje*	*vàše*	*njèene*
Neuter						
sg. Nom.	*mòje*	*vàše*	*njèeno*			
Acc.	*mòje*	*vàše*	*njèeno*			

If you do not understand any of these forms, turn back the *Word Study* of Unit 7 and compare them with the adjective endings there.

B. *Adjectives: this*

kàko pròdajete ÒVAAJ bènziin	how do you sell this gas?
da ùpiitaamo ÒVOG stràžaara	let's ask this policeman
u ÒVOM preédjelu gràada	in this part of town
ÒVAA gòdina će bìti ròdna	this year'll be fruitful
dà li vam je dòbro žìto ÒVEE godinee?	do you have a good crop this year?
nè možem ih naáći na ÒVOOJ màpi	I can't find them on this map
kàko vòliite ÒVOO vrijéme?	how do you like this weather?

In these examples we have some of the forms of the adjective 'this'. Both *òvaaj* and *òvog* are accusative here; *òvom* after *u* 'inside of' is dative; *òvooj* is feminine dative (compare *drùgooj*), etc. (the other forms being easy to

identify). The form *ȍvaaj*, since it here modifies a 'non-life' noun, is the same form as the nominative, while *ȍvog*, since it modifies a 'life' noun, is the same as the genitive. *ȍvoo* is of course the same for the nominative and the neuter genitive and dative are the same as the masculine, as in the noun forms. Remembering these things, we may now set up the following picture:

sg.	Masc.	Fem.	Neut.
Nom.	*ȍvaaj*	*ȍvaa*	*ȍvọo*
Acc.	*ȍvaaj, ȍvog*	*ȍvuu*	*ȍvoo*
Dat	*ȍvom*	*ȍvooj*	*ȍvom*
Gen.	*ȍvog*	*ȍvee*	*ȍvog*

C. *Nouns:* special nouns

mȍja KĆÌI je bólničaarka — my daughter is a nurse
jȁa ìmaam KĆÈER — I have a daughter

You have already studied *kćȉi* as an example of a feminine *-i* noun. You know that it has a special accusative form, *kćèer*. This is not true of all feminine *-i* nouns. *kćȉi/ kćèer* is what we may call a special noun. It is special in the nominative. You've had several other special nouns. For example:

ȍčevo ÌME je Jȍvan Dèlić — my father's name is John Delich
za krȁtkoo VRIJÉME — for a short time
nèemaam VRÈMENA — I haven't time (lit. 'of time')

As you see by the adjectives, the words *ìme* and *vrijéme* are neuter. Yet they end in *-e*, not *-o*, after *m* (which is not like *j*) These nouns are 'special' in the nominative and accusative (also vocative, should this form ever be used), but in all other cases they have an *n* before the ending, as in the genitive singular of *vrijéme* above: *vrèmena*. The genitive of *ìme* is *imèna*. We may call these neuter "n" nouns.

dȍbro jȕtro GÓSPODO — Good morning, gentlemen!

As you remember, 'a gentleman' is *gospȍdin*. So we see from *gòspodo* that the plural form 'gentlemen' doesn't have the *-in* but has the ending (here *-o*) added directly after the *d*. We have already had the ending *-o*

for the vocative in, for example, *gòspodjo* 'madame!'. It is the regular vocative ending of feminine *-a* nouns. Our word *gòspodo* is the vocative of the feminine *-a* noun *gospòda* 'gentlemen' (Nom.). This noun has the same form (endings) as a feminine singular noun, but it means 'gentlemen' and would have the plural form of the verb after it (*gospòda gòvoree* 'the gentlemen are speaking'). Instead of a regular masculine plural in *-i*, this noun, and a number of others, have special feminine nouns (singular in form) which take the place of the regular plural ending formations. For example, *bràt* 'brother' has as its plural *bràća*, a feminine *-a* noun. These nouns have all the regular feminine singular endings (N *gospòda*, A *gospòdu*, D *gospòdi*, G *gospòdee*, V *gòspodo*).

D. Nouns: *-ii* ending

kòliko je SAÁTII what time is it? (literally, 'how many of hours is it?')
kòliko ꙮOBAA vi žèliite? how many rooms do you want?

As you see by *sòobaa*, nouns following *kòliko* 'how many' are genitive plural. The form *saátii*, then, is genitive plural with the ending *-ii*. You have also had the genitive singular, *sàata*. This is a masculine noun (Nom. sg. *sàat*) which has *-ii* instead of *-aa* for the genitive plural ending. There are a number of such nouns.

E. Listing Nouns

Now that you've had most of the endings of the Serbo-Croatian nouns, it is important for you to be able to know from a short description of a given noun whether it's masculine, feminine, etc. and whether it's perfectly regular, and if not what it's peculiarities are. Dictionaries always list nouns in the nominative singular. You can usually tell from that form what set a noun belongs to, that is, if it ends in a consonant it is probably masculine (less probably a feminine *-i* noun), if it ends in *-a* it is probably a feminine *-a* noun, and if it ends in *-o* or *-e* it is probably neuter. Since it is not enough to know to which of these groups a noun *probably* belongs, we shall from now on list nouns in the *Finder List* with *m.*, *f.-i*, *f.*, or *n.* in parentheses after it to tell which it is. The abbreviation *f.* will stand for 'feminine *-a* noun'. For example: *kònobaar* (m.) 'waiter'. You have also learned that there are special forms to some nouns. These special nouns will, if that type of peculiarity has already been explained in the *Word Study*, have another form given to show in what way it is special. For example, *vrijéme* (n., G *vrémena*) 'time'. Here the genitive (*vrèmena*) is given to show the variation in the word. Or, for example: *sàat* (m., pl.G *saátii*), where you have the *-ii* ending. If the noun has a

special form (or special forms) which haven't been explained, it will be simply marked *spec.* (special) until it is explained in the *Word Study*. There are also some regular changes in nouns (such as *màajka*, D *màajci*, where *k* is replaced by *c* before D *-i*). No account of such changes is made in the noun lists but they will be explained in future *Word Studies*. Here is a list of the nouns you have had so far:

Amerikaánac (m., G *Amerikaánca*)
Amèrika (f.)
àuto (m.)
àutobus (m.)
bagaáža (f.)
bànka (f.)
bànja (f.)
bènziin (m.)
Beògrad (m.)
bólnica (f.)
bólničaarka (f.)
bràt (m. pl. *bràća*)
brîtca (*m.*, f. *form*)
bùre (n., spec.)
cigarèta (f.)
cijéna (f.)
cìpela (f.)
cipèlaar (m.)
čàj (m., pl. spec.)
čàša (f.)
dàan (m.)
dijéte (n., spec. pl. *djèca*)
dînaar (m.)
gòdina (f.)
gospòdin (m., pl. *gospòda*)
gòspodja (f.)
gòspodjica (f.)
gràad (m., pl. spec.)
gùma (f.)
hîljadaarka (f.)
hljèb (m., pl. spec.)
hòteel (m.)
ìme (n., G *imèna*)
inžînjiir (m.)
jùtro (n.)
kàfa (f.)
katedraála (f.)
kĉi (f.-*i*, spec A *kćeer*)
kîlo (n.)
kîlograam (m.)
kîša (f.)
kònobaar (m.)
kròjačč (m.)

krùmpiir (m.)
kùća (f.)
kvaliteéta (f.)
lječniik (m.)
lītra (f., pl.G *lītaaraa*)
ljùudi (m., pl. only, G *ljuúdii*)
màajka (f., pl. G *màajkii*)
màpa (f.)
mèeso (n.)
mjèšavina (f.)
mlijéko (n.)
mòmak (m., G *mòmka*)
mùuž (m., pl. spec.)
mùzej (m.)
nòoć (f.-*i*)
nòvac (m., G *nòovca*)
nùžniik (m.)
òtac (m., G *òca*, pl. spec.)
petròɯlje (n.)
pīsaar (m.)
pòlje (n.)
pšènica (f.)
ràčuun (m.)
rāt (m., pl. spec.)
rèed (m., pl. spec.)
ròba (f.)
ròditelj (m.)
sàat (m., pl. G *saátii*)
slīn (m., pl. spec.)
sljeno (n.)
slīka (f.)
sòba (f.)
sr̀bija (f.)
sredīna (f.)
stànica (f.)
stàrost (f.-*i*)
stòlina (f.)
straána (f.)
strāžaar (m.)
sùprug (m.)
sùpruga (f.)
šībica (f.)
tràmvaaj (m.)
uúglu (m.D, pl. spec.)
ùlica (f.)
ùlje (n.)
univerzitèet (m.)
vaároš (f.-*i*)
vèčeer (f.-*i*)
vidjeénje (n.)

vòda (f.)
vòjniik (m.)
vòoz (m.)
vrijéme (n., G *vrèmena*)
žìto (n.)

There is an important feature of the noun forms which this list does not indicate. This is the *accent*. As you have noticed many times, the accent on a word frequently changes in different forms. For example, you've had *pìsaar*, but *pisaára*, *hòteel* but *hoteélu*, *sàata* but *saátii*, etc. There are many different accent sets among the nouns. These will have to be taken up later. In the meantime, become thoroughly familiar with each noun form you meet and be careful to use the correct accent on it.

Check through the above list and see if you remember the meaning of each of these words. If not, look up the ones you've forgotten in your Finder Lists.

F. *Using your noun forms: Genitive*

ìmaate li vìi KÀKOVEE RÒBEE?	do you have any kind of clothes?
ìmaate li BENZIÍNA?	do you have any gas?
nèemaam VRÈMENA	I don't have time
nèemaa MJÈŠAVINEE	there's no mixture

As you know from the endings, *ròbee*, *benziína*, *vrèmena* and *mjèšavinee* are all genitive. Very often after the word 'to have' (*ìmati*) th[illegible] is used to show that you are talking about [illegible]mething; *some* clothes, *some* gas, *some* time, [illegible]ixture, not all the clothes, gas, time or mixture in the world. This is exactly the same use of the genitive that you found in *žèljiim hljèba*, *mèesa*, etc. (Note that *nèemaa* means 'there isn't'; *ìmaa* means both 'he has' and 'there is', *nèemaa* 'he hasn't' and 'there isn't'.)

G. *The word èvo*

ÈVO vam hìljadaarka	here's a 1,000 dinar bill
sàda ÈVO vam ràčuun	now here's your bill

This is another word for 'here'. You use *evo*, as you see by these examples, when you are handing something to someone, 'here's a ____'. Notice that you say 'here's to you a ____', using *vam*. Elsewhere *èvo* may be used as a variant of *oóvdje*.

2. Covering English and Serbo-Croatian of Word Study (Individual Study)

Give the English equivalents of all Serbo-Croatian expressions in the *Word Study* and the Serbo-Croatian for all the English.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences*.

Section C—Review of Basic Sentences

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences (Individual Study)

Check your knowledge of the meaning of all words and phrases in the *Basic Sentences*.

3. Word Study Review (Individual Study)

A. Here are four groups of pronominal adjectives (A, B, C, D). Each has all of the different forms listed in the *Word Study*. (Note that some forms have several different uses, as *mòje*, which may be neuter singular nominative or accusative, masculine plural accusative, or feminine plural nominative or accusative.) On the right is a list of nouns in various cases, etc. Make as many combinations of the adjectives with the nouns as possible, always keeping good sense, and then use these combinations in sentences. Test your sentences with the rest of the class and, if possible, with your Guide. For example, you may combine *mòoj* with *àuto* (which is masculine; see the list in Section E of the Word Study) and use *mòoj àuto* in such a sentence as *mòoraam ìmati benzíìna za mòoj àuto*.

A	B	C	D		
mòoj	*vàš*	*njèen*	*ðvaaj*	*ðtac*	*àuto*
mòja	*vàšega*	*njèena*	*ðvog*	*ròditelji*	*bólničaarka*
mòju	*vàša*	*njèenu*	*ðvom*	*pšènicu*	*bràt*
mòje	*vàšu*	*njèeno*	*ðvaa*	*ròba*	*cìpele*

mòji	*vàši*	*njèeni*	*òvuu*	*slìna*	*dijéte*
	vàše	*njèene*	*òvooj*	*sìjeno*	*bagaáža*
			òvee	*gùme*	*hòteel*
			òvoo	*ìme*	*kćli*
				lječniik	*bólnicu*
				mlijéko	*sùpruga*
				mùzeju	*lječniika*
				bènziin	*màajku*
				slìke	*sùprug*
				mùuža	*mèesu*
				uúglu	*kùći*
				màpa	*bùre*
				kćèer	*bànci*
				sòbe	*žlto*
				kùću	

B. Use the correct Serbo-Croatian for the English in parentheses:

1. *Ìmaate li vli kàkovee* (baggage)?
2. *Gdjè su mòje* (shoes)?
3. *Mòliim vas, dàajte mi čàšu* (of tea).
4. *Jè li* (this) *gùma jòš dòbra?*
5. (Your) *àuto ìdee vřlo ljepo sàda.*
6. *Ìmaa li* (gas) *u òvom gràadu?*
7. *Ako trèbaate benziína, mòoraate ìći u drùgii* (city).
8. (This) *vaároš ìmaa dòsta vòdee.*
9. (One) *kìlograam stòjii šezdèseet dìnaaraa.*
10. (This) *kiíno ìmaa dòbru slìku dànas.*

4. What Would You Say? (Individual Study)

1. Dan asks the station attendant if he has any gasoline. He says to the attendant:
   a. *Dòbar dàan, dòbro dòšli.*
   b. *Ìmaate li benziína?*
   c. *Sàu[illegible] svè u reédu.*
2. The attendant tells Dan that he has some:
   a. *Mòliim vas, požuúrite se màlo, jer nèemaam vrèmena.*
   b. *Sàda je svè teéško dòbiti, a náročito bènziin.*
   c. *Ìmaam màlo, jùčeer sam dòbio jèdno bùre.*

3. Dan asks the attendant, how he sells it:
   a. *Vŕlo dòbro, sàd ću, sàmo kòliko želiite?*
   b. *Èvo vam hìljadaarka.*
   c. *Mòliim vas kàko vìi pròdajete òvaaj bènziir?*

4. The attendant admits it's high, but says there is no mixture in his gas.
   a. *Zàšto je tòo tàko prèskuupo?*
   b. *Jàa znàam da je skuúpo, àli òvoo je čistii bènziin, gdjè nèemaa mjèšavinee.*
   c. *Štà vìi gòvoriite, kàkovee mjèšavinee?*

5. Dan asks for fifty litres, expecting to have enough to Skoplje.
   a. *Bènziin pòmiješaan sa petròuljem je jeftìnijii, sàmo je mnògo slàbijee kvaliteétee.*
   b. *Vŕlo dòbro, sàd mi dàajte sàmo pedèseet lìtaaraa i jàa mìsliim da će tòo bìti dòsta do Skòplja.*
   c. *Jèste, lìtra benzìna stòjii dèset dìnaaraa.*

6. The attendant services the car and hands the bill to Dan, saying:
   a. *Jòš vas mòliim, dàajte mi dvìje lìtre ùlja za àuto.*
   b. *Vìi gospòdine ìmaate svè u reédu, bènziin, ùlje, vòdu i gùme. Oóvdje je ràčuun.*
   c. *Hváala i èvo vàm hìljadaarka za vàš ràčuun. Zbògom.*

Section D—Listening In

1. What Did You Say?

With the other members of the group give orally your responses to the previous exercise as the Group Leader calls for them.

2. Word Study Check-Up

Give the Serbo-Croatian for all English Equivalents in the *Word Study* as the Group Leader calls for it.

3. Listening In

1. Dan is driving through Jugoslavia, needs some gas, and stops at a gas station.

Record 16B, after first spiral.

Dan: *Dòbar dàan gospòdine!*

Attendant: *Dòbar dàan i dòbro dòšli, kàko ste?*

Dan: *Dòbro hvaála, mòliim vas ìmaate li benzìna?*

Attendant: *Ìmaam màlo, jùčeer sam dòbio sàmo jèdno bùre jer bènziin je teéško dòbiti.*

Dan: *Pa tòo je dòsta zà mene.*

Attendant: *Znàam, ali jòa ne mògu vàma dàti svè.*

Dan: *Jèste li vìi kaázali da je sàda teéško dòbiti bènziin?*

Attendant: *Náravski da je teéško.*

Dan: *Dà li je sàda pòslje ràta oóvdje (oóvde) svè teéško dòbiti?*

Attendant: *Jèste, gospòdine, a náročito bènziin.*

Dan: *Mòliim vas, mòžete li se màlo požuúriti, jer nèemaam vrèmena.*
Jàa još večèras mòoraam bìti u Skòplju.

Attendant: *Dòbro, dòbro, sàd ću òdmah, kòliko žèliite?*

Dan: *Pròdajete li vìi vàš bènziin na kìlograame ili na lìtre?*

Attendant: *Sàmo na lìtre gospòdine.*

Dan: *Kòliko je lìtra benzìina?*

Attendant: *Sàmo dèset dìnaaraa.*

Dan: *Tòo nìje jèftino, zà mene je tòo prèskuupo.*
Dà li je òvoo čìstii bènziin?

Attendant: *Vìi žèliite znàti dà li oóvdje (oóvde) ìmaa kàkovee mjèšavinee (mèšavinee)?*

Dan: *Jèste, jàa znàam da je oóvdje (oóvde) dòsta benzìina pòmiješaano (pòmeešaano) sa petròuljem.*

Attendant: *Nè òvaaj, òvoo vam je čìstii bènziin.*

Dan: *Kàko vìi znaáte da je tòo dòbar bènziin?*

Attendant: *Jàa òvoo ràadiim već dèset gòdiinaa mòoj gospòdine.*
Nè mìsliite li vìi da jàa mòoraam već znàti štà je dòbro a štò nìje?
Kòliko žèliite?

Dan: *Zà sada trèbaam pedèseet lìtaaraa, i tòo će mi bìti dòsta do Skòplja.*

Attendant: *Dòbro, a trèbaate li ùlja za vàš àuto?*

Dan: *Mòliim i tòo sàmo dvìje (dvèe) lìtre.*
Òvoo je dòbar àuto i nè trebaa mnògo ùlja.

Attendant: *Dà li trèbaate jòš nèšto gospòdine?*

Dan: *Jòš sàmo màlo vòdee u àuto.*

(The attendant fills the radiator)

Dan: *Dòbro, jè li svè u reédu?*

Attendant: *Jèste gospòdine.*

Dan: *Dà li su mòje gùme dòbre?*

Attendant: *Izvìnite, nìisam ih jòš pògledao.*
(he looks)
Jèste, dòbre su.

Record 17A, beginning.

Dan: *Vŕlo dòbro. Kòliko tòo svè stòjii?*

Attendant: *Vàš ràčuun je pèet stòo šezdèseet i čètir dìnaara.*

(Upon being paid he says:)

Hvaála vam gospòdine, i žèliim da se òpeet vìdiimo.

Dan: *Ì meni bi takoódjer bílo dràago.*

Attendant: *Òpeet vam mnògo hvaála i do vidjeénja.*

2. Dragutin is asking Milan to come to his home for a little chat.

Dragutin: *Dà li vam je moguúće doóći màlo kòd mene?*

Milan: *Vìi znaáte da jàa ùvjek (ùvek) ràadiim i da nèemaam vrèmena*

Dragutin: *Sàmo da se razgòvaaraamo.*

Milan: *Dòbro, vìi znaáte da bi mèni bílo dràago nèkad doóći kòd vaas.*

Dragutin: *Mèni se čìnii kào da vìi nè voliite doóći kod mòjee kùćee.*

Milan: *Nèmoojte mòliim vas tàko priičati.*

Dragutin: *Znaáte, jàa vjèrujem (vèrujem) da vìi mòžete doóći, sàmo ako žèliite.*

Milan: *Vìdiim da vìi ne razùmijete (razùmeete) štò je tòo 'nè moguúće'*

Dragutin: *Pa dòbro, jàa vas vìšee neéću ni piítati. Ako možete doóći, doódjite. Ùvjek ste dòbro dòšli.*

Milan: *Tàko je, doóći ću čìim mi je moguúće, pà ćemo se zadovòljiti.*

3. Djuro and Jovan are two villagers strolling along a country road in Jugoslavia.

Record 17A, after second spiral.

Djuro: *Vìdiite li vìi òvuu pšènicu u òvom pòlju?*

Jovan: *Jèste, ìmaamo vŕlo dòbro žìto òvee gòdinee.*

Djuro: *Znaáte li vìi da mìi ìmaamo dòbro vrijéme (vreéme) òvee gòdinee u òvom preédjelu (preédelu) zèmljee?*

Jovan: *Nè ùvjek (úvek) jer nèkad ìmaa i prèvišee klšee.*

Djuro: *Dà li je òvoo vrijéme (vreéme) dòbro za svè žìto?*

Jovan: *Jèste, kàko nè?*

Djuro: *Ùskoro ćemo doóći u mòje sélo.*
Pòznaate li vìi mòje ròditelje?
Òni žívee tàmo.

Jovan: *Pòznaam ih vŕlo dòbro već dvìje (dvèe) gòdine,*
A takoódjer i vàšega bràta.

Djuro: *Jèdan Amerikaánac žèlii iznaájmiti kùću tàmo.*

Jovan: *Jàa znàam gdjè (gdè) ìmaa vŕlo ĥjepa (lèepa) kùća za iznaájmiti.*
Kàkovu kùću òon žèlii?

Djuro: *Jè li jèftina?*

Jovan: *Vjèrujem (vèrujem) da je prilično jèftina, jer ìmaa sàmo trìi sòbe.*

Djuro: *Vŕlo dòbro.*

Section E—Conversation

1. Covering the Serbo-Croatian in Basic Sentences (Individual Study)

With the Serbo-Croatian covered, practice until you can speak the Serbo-Croatian for each English sentence without hesitation.

2. Vocabulary Check-Up

Give the Serbo-Croatian for all English sentences in the *Basic Sentences* as the Group Leader calls for it.

3. Conversation

1. A is the station attendant and B the driver. B drives into the station and asks for gas, oil and water. Discuss the high prices, the scarcity and the quality of the gas and oil. B is an American and is interested in the country, so asks A how the crops are and what the weather will probably be. A is skeptical. B asks how his tires are. A checks and finds them OK. B thanks A and leaves.

2. A has just arrived in a small Jugoslav town. He meets B, a local dealer, and inquires about conditions. They discuss the questions of the wheat crop, the availability of gas and oil, the water in the town (*város*), etc. Make as thorough-going a survey of conditions as you can with the vocabulary you have.

SECTION F—CONVERSATION (*Cont.*)

Continue conversation with additional check-up if necessary.

FINDER LIST

àuto (m.)	ауто	car
bènziin (m.)	бензин	gasoline
bìće	биће	it will be
bùre (n. spec.)	буре	barrel
dòbiti	добити	to receive
dòsta	доста	enough
dòšli	дошли	having come (plural "*l*" form)
èvo	ево	here
gùma (f.)	гума	tire
hìljadaarka (f.)	хиљадарка	1000 dinar bill
jeftìnijii	јефтинији	cheaper
jùčeer	јучер	yesterday
kàkova	какова	what kind of (fem.).
kìlograam (m.)	килограм	kilogram
kvalìteéta (f.)	квалитета	quality
lìtra (f., pl. G *litaaraa*)	литра	litre
mjèšavina mèšavina) (f.)	мјешавина (мешавина)	mixture
mnògo	много	much
na	на	according to, by
nàročito	нарочито	especially
nèemaa	нема	there is not
òvaaj	овај	this (masc.)
pedèseet	педесет	fifty
petròulje (n.)	петроуље	kerosone
pòmiješaan (*pòmeešaan*)	помијешан (помешан)	mixed
pòslje (*pòsle*)	после (после)	after
pòšto	пошто	how much?
požuúrite se!	пожурите се!	hurry! (imperative)
prèskuupo	прескупо	too expensive
pròdaje	продаје	he sells
ràčuun (m.)	рачун	bill
ràt (m.)	рат	war
rèed (m.)	ред	order
skuúpo	скупо	high, expensive
slàbijii	слабији	worse
stòo	сто	hundred
šezdèseet	шездесет	sixty
teéško	тешко	difficult (heavy)
trèbaa	треба	he should or needs to
ùlje (n.)	уље	oil

UNIT 9

LET'S EAT

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then do the *Hints on Pronunciation*, and then run twice more through the *Basic Sentences* individually.

1. Basic Sentences

Record 17B, beginning.

John goes to a restaurant in Jugoslavia to order a meal.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL CYRILLIC SPELLING
	Waiter	
Good evening, sir, what would you like?	*Dòbar vèčeer, gospòdine, štà žèliite?*	Добар вечер, господине, шта желите?
	John	
tell!	*rècite*	реците
that I eat	*da jèdeem*	да једем
Tell me what you have to eat.	*Rècite mi štà imaate da jèdeem.*	Реците ми шта имате да једем.
	Waiter	
roast lamb	*pèčenu jànjetinu*	печену јањетину
boiled	*kùvaanii*	кувани
of fruit	*vòća*	воћа
I only have roast lamb, boiled potatoes, coffee or milk and a little fruit.	*Imaam sàmo pèčenu jànjetinu, kùvaanii krùmpiir, kàfu ili mlijéko (mleéko) i màlo vòća.*	Имам само печену јањетину, кувани крумпир, кафу или млијеко (млеко) и мало воћа.

John

don't you have?	*zar neémaate*	зар немате
of beef	*gòvedinee*	говедине
Don't you have any beef?	*Zar neémaate gòvedinee?*	Зар немате говедине?

Waiter

neither . . . nor	*ni . . . ni*	ни . . . ни
of pork	*svìnjetinee*	свињетине
No sir, no beef and no pork.	*Ni gòvedinee ni svìnjetinee, gospòdine.*	Ни говедине ни свињетине, господине.

John

of vegetables	*pòvrća*	поврһа
except	*òsim*	осим
Don't you have any other vegetables besides potatoes?	*Zar neémaate drùgog pòvrća òsim krùmpiira?*	Зар немате другог поврһа осим крумпира?
I wanted	*htìo sam*	хтио сам
of green beans	*zèlenog gràha*	зеленог граха
of lettuce	*salaátee*	салате
I wanted some green beans and some salad.	*Jàa sam htìo màlo zèlenog gràha i salaátee.*	Ја сам хтио мало зеленог граха и салате.

Waiter

nothing	*nìšta*	ништа
I'm sorry, we don't have any (of that).	*Žào mi je, nèemaamo nìšta òd togaa.*	Жао ми је, немамо ништа од тога.

	John	
be!	*bùdite!*	будите!
bring!	*donèsite!*	донесите!
Well, then, please bring [us] what you have.	*Bùdite tako dòbar pa donèsite što ìmaate.*	Будите тако добар па донесите што имате.
	Waiter	
What'll you have to drink?	*Štà žèliite pìti?*	Шта желите пити?
	John	
I drank	*pìo sam*	пио сам
breakfast	*dòručak*	доручак
Milk, please, I drank coffee for breakfast.	*Mlijéko (mleéko) m·.iim, pìo sam kàfu za dòručak.*	Млијеко (млеко) молим, пио сам кафу за доручак.
	Waiter	
Very well.	*Vrlo dòbro.*	Врло добро.

Record 18A, beginning.

	John	
you haven't brought	*niíste dònijeli (dòneeli)*	нисте донијели (донели)
a small spoon	*màalu kàšiku*	малу кашику
Why didn't you bring me a teaspoon?	*Zàšto mi niíste dònijeli (dòneeli) màalu kàšiku?*	Зашто ми нисте донијели (донели) малу кашику?
knife	*nòož*	нож
fork	*vìlicu*	вилицу
I only have a knife and fork.	*Ìmaam sàmo nòož i vìlicu.*	Имам само нож и вилицу.
	Waiter	
I'm sorry!	*Opròstite!*	Опростите!

what kind of
What kind of bread do you have?

wheat bread
We only have dark wheat bread.

to bring
plate
exactly so
Could you please bring me another plate; this one isn't so clean.

that I bring
Certainly, I'll bring it right away.

I ate
this morning
early
believe!
hungry

John

kàkovii
Kàkovii hljèb (hlèb) imaate?

Waiter

pšènični hljèb (hlèb)
Mi imaamo sàmo crnii pšènični hljèb (hlèb).

They are served

John

dònijeti (dòneeti)
tànjiir
bàš tàko
Mòliim vas, mòžete li mi donijéti (dòneeti) drùgii tànjiir, ovaaj nije bàš tàko čist?

Waiter

da dòneseem
Svàkaako, òdmah ću da dòneseem.

John

jèo sam
jùtroos
ràno
vjèrujte (verujte)!
gladdan

какови
Какови хљеб (хлеб) имате?

пшенични хљеб (хлеб)
Ми имамо само црни пшенични хљеб (хлеб).

донијети (дочети)
тањир
баш тако
Молим вас, можете ли ми донијети (донети) други тањир, овај није баш тако чист?

да донесем
Свакако, одмах ћу да донесем.

јео сам
јутрос
рано
вјерујте (верујте)
гладан

I ate early this morning, and believe me, I'm hungry!	*Jèo sam jùtroos ràno i vjèrujte (vèrujte) da sam glaádan.*	Јео сам јутрос рано и вјерујте (верујте) да сам гладан.

(After they've finished, the waiter says:)

Waiter

something sweet	*nèšto slàtko*	нешто слатко
after dinner	*pòslje (pòsle) vèčeree*	после (после) вечере
Do you want something sweet after dinner?	*Žèliite li nèšto slàtko pòslje (pòsle) vèčeree?*	Желите ли нешто слатко после (после) вечере?

John

piece	*komàdić*	комадић
of homemade (fruit or cheese) roll	*dòmaaćee pîtee*	домаће пите
Have you a small piece of some sort of sweet-roll?	*Ìmaate li màali komàdić kàkovee dòmaaćee pîtee?*	Имате ли мали комадић какове домаће пите?

Record 18B, beginning.

Waiter

of apples	*jàbuukaa*	јабука
of cheese	*sîra*	сира
of plum jelly	*pèkmeza*	пекмеза
We have apple, cheese and plum jelly rolls.	*Ìmaamo pîtu od jàbuukaa, sîra i pèkmeza.*	Имамо питу од јабука, сира и пекмеза.

2. Hints on Pronunciation

Combinations with *j*.

Certain English sounds are combinations of a vowel plus a *y* sound. These are written so many different ways it is hard for an English-speaking person to see this fact. In Serbo-Croatian our writing is consistent

and always writes these with a vowel (or double vowel) plus *j*. For example, the English word *ride* would be written in our Serbo-Croatian spelling *rajd;* *oil* would be written *ojl* and *ate: ejt*. Here are some examples of these sounds in Serbo-Croatian words:

PRACTICE 1
Record 18B, after first spiral.

jedànaajst	eleven
dàajte	give!
čàj	tea
màajka	mother

PRACTICE 2
Record 18B, after second spiral.

mòoj	my
vòjniik	soldier
nèmoojte	don't!
drùgooj	other (f.D sg.)

PRACTICE 3
Record 18B, after third spiral.

mùzej	museum
jèvrej	Jew
zèjtin	oil

Besides those familiar to you in English, you have had *uj* (something like the *uoy* in *buoy*). This is simply the *u* sound (as in *lute*) plus *j* (English *y*). Try these examples:

PRACTICE 4

Record 18B, after fourth spiral.

vjèrujte	believe!
ùjna	aunt (by marriage, maternal)
kàzuj	tell!

lj

You have already studied *lj* as the sound in *million*, but when it comes before another consonant, as in *nèdeeljno*, *lj* is a single sound, a unit. It is neither *l* nor *j* but a different sound. To pronounce it try putting the tip of your tongue against your lower teeth. Now try to say *l*. You will find that you are saying a different kind of *l*, what may be called a 'front' *l*. This is the sound of *l* in *lj* or of *lj* itself when it's at the end of a word or before a consonant. Here are some examples. Listen closely and imitate.

PRACTICE 5

Record 18B, after fifth spiral.

prijatelj	friend
ròditelj	parent
nèdeeljno	weekly
dòvoljno	enough

Section B—Word Study

1. Word Study (Individual Study)

A. *PREPOSITIONS:* Use

1. Prepositions followed by the genitive.

vii ćete doći DO njìhovee stàrosti	you'll come to their age
bìće mi dòsta DO Skòplja	that'll be enough for me to Skoplje
vìi ste IZ Amèrikee	you're from America

dòlaziim IZ Nèw Jorka
doŏdjite KÒD mene
òni ćee bìti KÒD kućee
nà desno OD katedraálee
nà ljevo ÒD njee
tòo bi ÒD vaas bìlo ljepo
nèemaamo nìšta OD tògaa
2.ÒG togaa dàti ću va:n sòbu
nèemaate drùgog pòvrća ÒSIM krùmpiira
PÒSLJE ràta

I come from New York
come to my place (lit. at me)
they'll be at home
on the right of the cathedral
on the left of it
that'd be nice of you
we don't have any of that
because of that I'll give you a room
you haven't any other vegetables except potatoes
after the war

If you examine these examples, you find that the noun or pronoun after each of the italicized prepositions is in the genitive. Most of these forms you readily recognize as genitive, such as *Amèrikee*, *mene*, *kućee*, etc. The form *stàrosti* is the genitive of a feminine *-i* noun. With *do* 'to, up to', *iz* 'from, out of', *kod* 'at, at the home of', *od* 'from, away from', *zbog* 'because of', *òsim* 'except', *pòslje* 'after' the noun or pronoun following is *always in the genitive*. (Notice how a genitive is made of *New York* by adding the *-a* ending.)

The preposition *kod* has the specialized meaning of 'at the home of'. So you say *kod mène* for 'at my place, at my house', *kod vàas* 'at your place' and simply *kòd kućee* for 'at home, at the house'.

Notice also the use of *od* 'from'. In the above examples it is equivalent to English *of*. In Serbo-Croatian you say 'to the right *from* it', 'that'd be very nice *from* you', 'we don't have any *from* that'.

2. Prepositions which may be followed by several cases.

Group 1

mòoraam ìći U bànku
U hòtel
mòoraate ìći U sredìnu gràada
ìdeemo U katedraálu

I have to go to the bank
into the hotel
you have to go into the center of the city
we're going to the cathedral

Ideete li vi Ù vaše pòlje!	are you going to your field?
òni iduu U vaároš	they're going to town
vòliim ići NA stànicu	I want to go to the station
ideemo NA univerzitèet	we're going to the university
pròdajete li vi bènziin NA litre ili NA kilograame?	do you sell gas by litres or by kilograms?

Group 2

òna ràadii U bólnici	she works in a hospital
čijéna U òvom preédjelu gràada	the price in this part of the city
òni žìvee U Amèrici	they live in America
òon ràadii U bànci	he works in the bank
imaam prìlično sìjena Ù polju	I have a lot of hay in the field
sàd je svè U reédu	now everything's in order
mìi žìvìimo U Hoteélu Pàlas	we're living in the Hotel Palas
bànka je U Miloševooj ùlici	the bank's on Miloshev street
àutobus stàje NA drùgooj straáni	the bus stops on the other side
tràmvaaj stàje NA uúglu	the street car stops on the corner
nè možem ih naáći NA òvooj màpi	I can't find them on this map

In Group 1 the nouns after the prepositions *u* and *na* are all in the accusative. In Group 2 they are all in the dative. As we have learned before, *u* means 'into' when followed by the accusative and 'inside of' when followed by the dative. In the same way *na* means 'to, up to' with the accusative ('according to' if it is used with a measure, such as *litre* or *kilogram*) and 'on, upon' with the dative. It will help you to remember how these are used to note that *u* and *na* are followed by the accusative when the meaning is one of *motion towards*, 'to the university', 'to the bank', 'to the station', etc.; but they are followed by the dative when the meaning is one of *place where*, 'in the bank', 'in the field', 'in order', 'in Miloshev street', 'on the corner', etc.

3. You have had other prepositions which may be followed by more than one case but which you have had with only one. Examples of these are:

òon gòvorii SA gospòdinom Jóvic	he's speaking with Mr. Jovich
kad jòa svȓšiim SA svòjiim sȉjenom	when I finish with my wheat
pòmiješaan SA petròuljem	mixed with kerosene
mòžete li vȉi ićі Snama?	could you go with us?
Skȉm òon gòvorii?	with whom is he talking?
kȉše ne bi bille dòbre ZA mòju pšènicu	rain wouldn't be good for my wheat
ùlje ZA ȁuto	oil for a car
Šta ȉmaate ZA večeru	what you have for dinner
ZA kòjii dȁan ću ȉmati sòbu	any day I may have a room
mȉi ćemo se zadovòljiti ZA krȁtkoo vrijéme	we'll be satisfied for a short time
moórajuu Ò nečem prišćati	they have to talk about something

We have here *sa* or *s* used with the instrumental, *za* used with the accusative and *o* used with the dative. *Sa, s* means either 'with, together with' or 'by means of' when used with the instrumental. Notice that it is used in a sentence such as 'when I finish *with* my wheat'. *Za* is used with the accusative with the meaning 'for': 'good *for* my wheat', 'oil *for* a car', etc. Notice also its use in *za kòjii dȁan*, where it means 'at': 'at some day'.

Our last preposition, *o*, means 'about, concerning' when the form following is in the dative, as in, to give another example, *mȉi gòvoriimo o drùgoom grȁadu* 'we're talking about another city'.

You will get these prepositions with other cases later. Practice these, be sure you know the use of each. Master them by using sentences with them over and over again.

Here is a summary of your prepositions:

1. Prepositions used only with the genitive:

do	'to, up to'	*iz*	'from, out of'
kod	'at'	*od*	'from, away from'

òsim	'except'	*pòslje*	'after'
zbog	'because of'		

2. Prepositions used with two cases:

u	with Acc. 'into'
	with Dat. 'in, inside of'
na	with Acc. 'to, up to, according to'
	with Dat. 'on, upon, at'

3. Prepositions which may take several cases but only one so far given:

sa, s	with Instr. 'with'
za	with Acc. 'for'
o	with Dat. 'about, concerning'

B. VERBS

a- verbs

jàa ću ÌMATI jòš jèdnu praázn	I'll have one more empty
òon ÌMAA jèdnooga sîna	he has one son
MÓORAAM ići u bànku	I have to go to the bank
jàa bi MOÒRAO ići	I should go

You have already studied all of these verb forms. They are examples of the *-ti* form (infinitive), the *l* form (past participle) and forms with the present endings. The two verbs in these examples we call *a*- verbs, since they have *a* before the endings in most forms. The *a* is single before *-ti* and the *l* (or *-o*) of the *l* form, but double before the endings *-m*, *-te*, etc. Since these verbs belong to the same group we may supply the forms we have not had of each by making them on the pattern of the other:

ìmati	to have	*ìmaa*	he has	*òon je ÌMAO*	he had
MOÓRATI	to have to	*mòoraa*	he has to	*òon je moórao*	he had to

You have not had the imperative of any *a-* verb. It is formed like *dàvjle* 'give!', with *aa* and a *j* before the *-te* ending: *pȉtaajte* 'ask!'. Here is a list of the *a-* verbs you've had (including *znàti* and *pòznati*, which have special forms elsewhere but may here be considered *a-* verbs), giving the *-ti* form, the present for 'he's (doing so-and-so)' or the corresponding perfective form with *da*, and the *l* form. These are the most important forms for you to know.

Remember that you can always tell whether a verb in a list is perfective or imperfective by the form with present endings. The word *da* is placed before the 'he' form of perfective verbs. When a verb is usually or always used with the reflexive *se*, this *se* is given along with the forms of the verb.

ìmati	to have	*ìmaa*	he has	*òon je ìmao*	he had
mòrati	to have to, must	*mòoraa*	he has to	*òon je mòorao*	he had to
pȉtati	to be asking	*pìtaa*	he's asking	*òon je pȉtao*	he was asking
pògledati	to look at	*da pògledaa*	that he look at	*òon je pògledao*	he looked at
pòznati	to know (a person, etc.)	*pòznaa*	he knows	*òon je pòznao*	he knew
prȉčati	to talk	*prìčaa*	he's talking	*òon je prȉčao*	he talked
računati	to figure, reckon	*računaa*	he's figuring	*òon je ràčunao*	he figured
razgovárati se	to converse	*razgòvaaraa se*	he's conversing	*òon se je razgovárao*	he conversed
smatrati	to consider (something)	*smàatraa*	he considers	*òon je smatrao*	he considered
trèbati	to have to, to be necessary	*trèbaa*	he must, it's necessary	*òon je trèbao*	he had to
upȉtati	to ask	*da ùpȉtaa*	that he ask	*òon je upȉtao*	he asked
zanȉmati se	to be occupied with	*zànīimaa se*	he's occupied with	*òon se je zanȉmao*	he was occupied with
znàti	to know	*znàa*	he knows	*òon je znào*	he knew

The word *nèemaa* 'he doesn't have, there isn't' is not a special verb but the combination of *nè* plus *imaa*. It is no more a separate verb than is *nè voliim*. To say 'he won't have' and 'he didn't have' you use *don neće imati* and *don nije imao*.

i- verbs

jàa ću DOVÒZITI mòje sijeno	I'll bring in my hay
GÒVORIITE li vi èngleeski?	do you speak English?
ŽÈLIIM jèsti	I want to eat
don vàas je PÒZDRAVIO	he sent you greetings
ne GOVÒRITE tàko brzo	don't speak so fast

All of the verbs here emphasized have *i* where the others had *a*. The *i* is single before *-ti* and *-o*, double before *-m* and *-te*, but is single again before the imperative *-te* (where the *a*- verbs had *aa* plus *j*). Here is a list of the *i*- verbs you have had, giving the same forms as in the *a*- verb list:

činiti	to make, do	*činii*	he's making	*don je činio*	he was making
dòlaziti	to come	*dòlazii*	he's coming	*don je dòlazio*	he was coming
dovòziti	to bring (by vehicle)	*dòvozii*	he's bringing	*don je dovòzio*	he was bringing
govòriti	to speak	*gòvorii*	he's speaking	*don je govòrio*	he spoke
iznajmiti	to rent	*da iznaajmii*	that he rent	*don je iznajmio*	he rented
kupiti	to buy	*da kùupiim*	that he buy	*don je kupio*	he bought
mìsliti	to think	*mìslii*	he's thinking	*don je mìslio*	he was thinking
mòliti	to beg	*mòlii*	he's begging	*don je mòlio*	he begged
naručiti	to order	*da nàreedii*	that he order	*don je naručio*	he ordered
òdlaziti	to leave	*òdlazii*	he's leaving	*don je òdlazio*	he was leaving
opròstiti	to forgive	*da òprostii*	that he forgive	*don je opròstio*	he forgave
pòzdraviti	to greet	*da pòzdraavii*	that he greet	*don je pòzdravio*	he greeted
požuriti se	to hurry	*da se pòžuurii*	that he hurry	*don se je požurio*	he hurried

prèstaviti	to introduce	*da prèstavii*	that he introduce	*đon je prèstavio*	he introduced
promijéniti	to change (something)	*da pròmijenii*	that he change	*đon je promijénio*	he changed
raáditi	to work	*ràadii*	he's working	*đon je raádio*	he was working
sluúžiti	to earn	*slùužii*	he earns	*đon je sluúžio*	he was earning
svrŕšiti	to finish	*da svȓšii*	that he finish	*đon je svrŕšio*	he finished
traážiti	to look for	*tràažii*	he's looking for	*đon je traážio*	he was looking for
ùčiti	to learn, study	*ùčii*	he's learning	*đon je ùčio*	he was learning
vòliti	to like, want	*vòlii*	he wants, he likes	*đon je vòlio*	he liked or wanted
zadovòljiti se	to be satisfied	*da se zadòvoljii*	that he be satisfied	*đon se je zadovòljio*	he was satisfied
žèliti	to want, wish	*žèlii*	he wants (he wishes)	*đon je žèlio*	he wanted (he wished)

Note: the word *đìniti* 'to do or make' you have had only in the expression *mèni se đìnii* 'it seems to me'. This is literally 'it makes itself (*se*) to me.' In the same way you have had the verb *mòliti* 'to beg, to pray' only in *mòlim* 'please,' literally 'I beg or pray.'

Other verbs

žèlim JÈSTI	I want to eat
što imaate za vèčeru, da JÈDEEM	what you have for dinner (so) that I may eat
JÈO sam jùtroos	I ate this morning
mòžete li DONIJÊTI drùgi tànjiir?	could you bring me another plate?
òdmah ću da DONÈSEEM	I'll bring it immediately
niste DÒNIJELI kàšiku	you didn't bring me a spoon
DONÈSITE što imaate	bring what you have

The *i*-verbs and *a*-verbs we have just studied are regular and you have no difficulty in seeing how the different parts of the verb are formed, but *jèsti* and *donijéti* have other forms which you can't easily predict. The forms we have here are:

jèsti	to eat	*jèdee*	he eats	*òon je jèo*	he ate
donijéti	to bring	*da dònesee*	that he bring	*òni su dònijeli*	they brought

(Note: the singular, 'he brought,' is again different.) Many verbs have forms as different as these. You will be given in the *Finder List* only that form which is in the *Basic Sentences* until the verb is explained in the *Word Study*. The word *jèsti* is really very regular and follows definite rules. The base is *jed-* as in *jèdeem*.

Whenever the base (or root) of a verb ends in *d*, the *-ti* form has *-sti: jed-, jèsti*, unless it is an *ȉći*-verb (see section C). This applies only to *-ti* forms which have no vowel between the root and the *-ti* (as *i* in *raáditi*). These same verbs lose the *d* altogether in the *l* form: *jed-, jèo*.

C. *ȉći* verbs

vȉi ćete DOÓĆI do njȉhovee stàrosti	you'll come to their age
kàko se DOÓDJE u bànku?	how does one reach (lit. 'come himself') to the bank?
dòbro DÒŠLI!	welcome!
DOÓDJITE nèkad kòd mene	come up to my place sometime
HÀJDEMO!	let's go!
mòoraam ÌĆI	I have to go
ÌDEEM da vȉdiim mòju pšènicu	I'm going to see my wheat
ÌDITE nà desno	go to the right
jòa ih nè možem NAÁĆI	I can't find them
mòoraate ÒTIIĆI u sredȉnu gràada	you have to go into the center of the city

The word *ȉći* 'to go' is a special one, as you have already learned. In the above examples we have several verbs which are like *ȉći* in most forms. They are, in fact, made up of prefixes and the word *ȉći* itself; *doóći* is *do* 'to' plus *ȉći; naáći* is *na* 'upon, on' plus *ȉći; òtiići* is *ot* 'from' plus *ȉći*. Taking all of the forms from the above sentences we have:

doóći	to come	*da se dòodje*		*dòšli*	*doódjite*
					hàjdemo

ići	to go	*idee*
naáći	to find	
òtiići	to go	

hàjdemo 'let's go' (this may also be pronounced *àjdemo*) is a special verb and has no *-ti* form, etc. We include it here as it also belongs to the word *ići* as you may see by comparing it to *ideemo* 'we go'. The *l* form

sg.	*dòšao*	*išao*	*àšao*
	dòšla	*išla*	*àšla*
	dòšlo	*išlo*	*àšlo*
pl.	*dòšli*, etc.	*išli*, etc.	*àšli*, etc.

The verb *òtiići* is perfective in contrast to *ići*, which is imperfective. When you say *òon je òtišao* you mean 'he's gone, he went (for good)' but when you say *òon je išao* you mean simply 'he went', without implying whether he reached the place he was going to or whether he returned. The first is definite—'gone'; the second is indefinite 'left'.

The verb *naáći* 'to find' is perfective and the forms are like those of *doóći: da nàadje* 'that he find', *naádjite*

ići	'to go'	*idee*
doóći	'to come'	*da dòodje*
naáći	'to find'	*da nàadje*
òtiići	'to go'	*da òtiidee*

idite

of *doóći, dòšli* is an example of how all the *l* forms of *ići* verbs are made. In the singular they have movable *a*, as *dòšao*. So our *l* forms for these verbs are:

òtišao	
òtišla	
òtišlo	
òtišli, etc.	

'find'! But *òtiići* is like *ići* in *da òtiidee* 'that he go' and like *doóći* in *otíidjite* 'go'!

We may now set up a more complete table of forms. Since you can translate these without trouble, the meaning is given only with the *-ti* form. To show that *išao*, etc., have 'movable *a*' this form will be written *iš(a)o*. This will only be done in lists so that you can easily tell how to make the other forms. Notice that *ići* is imperfective and all the others (the formations with prefixes) are perfective.

iš(a)o	*idite*	
dòš(a)o	*doódjite*	
nàš(a)o	*naádjite*	
òtiš(a)o	*otíidjite*	

D. Words for 'thank you', etc.

mòlīim	please, you're welcome!
izvìnite	excuse me!
izvòlte	if you will!

These are all words you must become thoroughly acquainted with and use at the proper time. *mòlīim*, literally 'I beg' or 'I pray' is used for 'please,' 'you're welcome' or for 'don't mention it.' *mòlīim* is the reply to *izvìnite*, 'pardon me!' The word *izvìnite* means 'excuse me,' as when leaving a group of people, or 'pardon me' as when stepping on their toes as you leave. If two of you start out the door at the same time, you should say *izvòlte* 'if you will!' meaning 'please go first.' Or if you break into a conversation and wish to have the person who was speaking on your arrival continue, you say *izvòlte* 'please continue!'

2. Covering English and Serbo-Croatian (Individual Study)

Give the English equivalents for all expressions in the *Word Study* and the Serbo-Croatian for all the English.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences*.

Section C—Review of Basic Sentences

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences (Individual Study)

Check your knowledge of the meaning of all words and phrases in the *Basic Sentences*.

3. Word Study Review (Individual Study)

A. Here is a drill on your use of prepositions. Use the correct Serbo-Croatian word or phrase for the English in parentheses, paying particular attention to your noun endings:

1. *Òon nìje jèo nìšta osim* (meat).
2. *Mìi smo kuúpili jànjetinu za* (dinner).
3. *Pòslje* (the war) *ćemo jèsti sàmo gòveđinu sa mnògo pòvrća.*
4. *Jàa ću bìti* (at your house) *večèras.*
5. *Jàa sam jèo jànjetinu sa* (vegetables) *za vèčeru.*
6. *Žèliite li màlo mlijéka za* (your coffee)?
7. *Mìi smo jèli salaátu sa* (lamb).
8. *Ìdeete li vìi iz* (Skoplje).
9. *Kàd ćemo doóći do* (the cathedral)?
10. *Nìismo mògli ìći zbog* (the quality) *benzìna.*
11. *Ìdite u* (the hospital) *òdmah!*
12. *Mìsliite li da mòžemo tàmo bìti* (on time)?
13. *Òon žèlii bìti u* (the hospital) *sa* (his (own) wife).
14. *Òni su govòrili o* (you) *jùčeer.*

B. Here is drill on your verb forms:

1. *Čìim jàa* (find) *mòje cìpele, bìću svàma.*
2. *Štà ste vìi* (found) *na màpi?*
3. *Žèliite li nèšto jèsti ili jèste li vìi vèć* (eaten) *jùtroos?*
4. *Jàa* (wanted) *gòvedinee a òni* (had) *sàmo jànjetinu i svìnjetinu.*
5. (Bring) *mi màlo vòća ako ìmaate.*
6. (I ate) *pšèničnii hljèb za dòručak svàkii dàan.*
7. *Z r neémaate nìšta* (that (*da*) you may eat)?
8. *Vìi* (brought me) *kàšiku, nòož i vìlicu, a nìiste tànjiir.*
9. (Believe me), *da smo gladni!*
10. *Pèknez je dòbar, ali sàda vòliim pìtu od sìra. Štà* (would you like)?

4. What Would You Say?

1. John asks a waiter what he has to eat. He (John) says:
   a. *Dòbar vèčeer gospòdine, štà žèliite?*
   b. *Dànas ìmaam sàmo pèčenu jànjetinu.*
   c. *Mòliim vas, štà ìmaate večèras da jèdeem?*
2. The waiter says he doesn't have any beef or pork:
   a. *Kàko tòo, zàr neémaate komàdić gòvedinee?*
   b. *Nè gospòdine, žào mi je, ali nèemaamo ni gòvedinee ni svìnjetinee.*
   c. *Zàšto sàmo krùmpiira, zàr neémaate drùgog pòvrća?*

3. John wants some vegetables and says:
   a. *Mèni je žão gospòdine, ali nèemaam dràgog pòvrća òsim krùmpiira.*
   b. *Znàam, àli jàa sàm žèlio da jèdeem màlo zèlenog gràha i sàlaátee.*
   c. *Sàd pòslje ràta, mòi nèemaamo nìšta od tògaa.*

4. The waiter wants to know what John would like to drink:
   a. *Vìi ćete bìti tàko ĺòbaar, pa ćete donijéti štò ìmaate.*
   b. *Žèliite li vìi nèšto pìti gospòdine?*
   c. *Sàmo ću čàšu mlijéka, jer jàa sam pìo kàfu za dòručak.*

5. John inquires as to what kind of bread the waiter has. He (John) says:
   a. *U òvooj zèmlji mòi ìmaamo sàmo cìrnii pšèničnii hljèb.*
   b. *Vìi mèni nìšte još kaámali kàkovii hljèb mògu dòbiti.*
   c. *Dònijeli stè mi nòoš i žlicu, jòš mi donèsite màalu kašiku.*

6. The waiter asks John if he'd like something sweet for dessert:
   a. *Àko ìmaate jèdan màali komàdić hljèba.*
   b. *Dà li vii gospòdine žèliite takoódjer nèšto slàtko pòslje vèčeree?*
   c. *Jàa sàm jèo jùtroos ràno i vjèrujte mi, jòš sàm glaádan.*

Section D—Listening In

1. What Did You Say?

With the other members of the group give orally your responses to the previous exercise as the Group Leader calls for them.

2. Word Study Check-Up

Give the Serbo-Croatian for all English equivalents in the *Word Study* as the Group Leader calls for it.

3. Listening In

John goes into a restaurant for a bite to eat.

Record 18B, after sixth spiral.

Waiter: *Dòbar vèčeer gospòdine. Žèliite li nèšto jèsti?*

John: *Tàčno, štà ìmaate za vèčeru?*

Waiter: *Rèците mi, šta bi vi želili!*

John: ***Ako imaate pečenee govedinee ili svinjetinee.***

Waiter: *Mèni je žao, ali nèemaam ni jèdnog ni drùgog.*

John: *Pa šta ònda imaate?*

Waiter: *Dànas za večeru imaamo sàmo pečenu jànjetinu.*

John: *Tòo je dòbro. Imaate li još nèšto?*

Waiter: *Nè mnògo, àli ćemo nèšto naáći.*

John: *Zar neémaate kùvaanii krùmpiir i mlijéko (mleéko) ili kâfu?*
Pa ònda àko još imaate màlo vòća i tòo ! biílo zà mene dòsta.

Waiter: *Mi gospòdine nèemaamo tòo svè.*

John: *Dòbro, donèsite što imaate, jàa sam gládan.*

Waiter: *Sàmo pečenu jànjetinu i krùmpiir.*

John: *Imaate li još kàkovog pòvrća òsim krùmpiira?*

Record 19A, beginning.

Waiter: *Svàkaako i tòo sàmo cìrnii pšènicnii hljèb (hleb).*

John: *Dònijeli (dòneeli) ste mi sàmo vilicu i nòož.*
Bùdite tàko dòbar pa mi donèsite još i màalu kâšiku.

Waiter: *Opròstite, òdmah ću.*

Waiter: *Vi mìsliite nèšto kao salaátee ili zèlenog grâka?*

John: *Tâčno, tòo svâkaako imaate.*

Waiter: *Mèni je žâo, ali mi oóvdje (oóvde) sâda nèemaamo nîšta òd togaa.*

John: *Znaáte vi šta, donèsite vi mèni što imaate!*

Waiter: *Želiite li nèšto pìti?*

John: *Jâa se bòjiim piítati,*
jer mi izgleedaa da vi oóvdje (oóvde) nèemaate nîšta bòš tâko mnògo.

Waiter: *Vi mòžete piítati i mèni je drâago da vam kâažem šta imaam.*

John: *Dòbro, donèsite mi čâšu mlijéka (mleéka), jer kâfu sam pîo jùtroos.*

Waiter: *Tâko je i mii imaamo kâfu sàmo za dòručak.*

John: *Vi vjèrovaatno (vèrovaatno) imaate hljèba (hlèba).*

John: *Mèni se čìnii da òvaj tânjiir nije čist.*

Waiter: *Izvînite, jâa ću vam donijéti (doneéti) drùgii.*

John: *Požuúrite se, znaáte da sam vam kaázao da sam gladán.*

Waiter: *Jèste, òdmah ću da dòneseem.*
Jâa znâam da ste vi imali dòručak jùtroos rano.

John: *Sàd je svè u reèdu,*
i jòš ću vas mòliti ako ìmaate nèšto slàtko pòslje (pòsle) vèčeree.

Waiter: *Tòo ìmaam. Šta žèliite? Kàkvoo slàtko?*

John: *Moguúće ìmaate jèdan màali komàdić pìtee.*

Waiter: *Náravski da ìmaam.*

John: *Ìmaate li pìtu od jàbuukaa?*

Waiter: *Ìmaam, i ònda òsim jàbuukaa ìmaam pìtu od sìra kào i od pèkmeza.*

John: *Zà mene će bìti dòbra pìta od pèkmeza, jer sam jùčeer jèo pìtu od sìra.*

Waiter: *Vrlo dòbro, gospòdine, òdmah ćete dòbiti.*

John (after he finishes eating): *Bàš vam hvaála, dòsta sam jèo i pìo.*

Waiter: *Mèni je dràago da sam tòo čùo òd vaas:*

John: *Nego mòliim vas, kòliko òvoo svè stòjii?*

Waiter: *Nìje bàš tàko jèftino, ali nìje ni skuúpo.*

John: *Tòo nìje nìšta, sàmo rècite kòliko stòjii!*

Waiter: *Vìi znaáte da je sàda pòslje (pòsle) ràta svè priílično skuúpo.*

John: *Jàa tòo znàam.*

Waiter: *Mèeso i krùmpiir su četrdèseet i dèvet dìnaaraa.*

John: *Tòo nìje prèskuupo.*

Waiter: *Nìje ni jèftino, ali nàš hljèb (hlèb), mlijèko (mleéko) i pìta stòjee vìšee nego mèeso i krùmpiir.*

John: *Kòliko je tòo, mòliim vas?*

Waiter: *Tòo stòjii šezdèseet i trì dìnaara.*

John: *Pà too jòš nìje zà mene skuúpo, jer jàa sam bìo gladán.*

Waiter: *Znaáte li vìi kòliko je tòo svè skùpa?*

John: *Znàam, jèdna stòtina i dvaánajst dìnaaraa.*

Waiter: *Tàko je gospòdine!*

John: *Izvòlte vìi vàše nòovce, a jàa ću sad mo/rati ìći.*

Waiter: *Vàma hvaála gospòdine,*
pa àko je moguúće, jàa bi vas òpeet vòlio vìdjeti.

John: *Bìti će mi dràago, jer vìi ìmaate dòbru i čìstu gostiònicu.*

Waiter: *Tòo je òd vaas ljepo (lèpo).*

John: *Prìje (prèe) nego ìdeem, mòliim vas, ìmaate li vìi gràdskuu màpu?*

Waiter: *Svàkaako, sàmo izvòlte!*

(He hands him a map.)

John: *Hvaála, do vidjeénja!*

Waiter: *Zbògom gospòdine!*

Section E—Conversation

1. Covering the Serbo-Croatian of the Basic Sentences (Individual Study)

With the Serbo-Croatian covered, practice until you can speak the Serbo-Croatian for each English sentence without hesitation.

2. Vocabulary Check-Up

Give the Serbo-Croatian for all English sentences in the *Basic Sentences* as the Group Leader calls for it.

3. Conversation

1. A and B go into a restaurant and are greeted by C, the waiter. A asks what there is to eat. C gives a list of the meat dishes. B asks about a favorite meat of his. C says he's sorry but they don't have it. They had some yesterday but none today. A then inquires as to vegetables. C tells him what he has, apologizing for what he hasn't. B says he'd like to have dark bread. C says they have plenty of that and asks what they'd like to drink. A and B both give their choices. On being served both A and B have complaints which C apologizes for profusely. Finish with the dessert course and the bill. Make it big.

2. A has invited B out to dinner. They discuss which restaurant to go to, decide on one which looks nice and enter (m[illegible] his a lively discourse about the virtues and discomforts of the various places). When in, A sees that B gets the meal he (or she) wants and orders for the two of them (from C, the waiter). The meal is very good and they comment on its quality.

3. A is a stranger and meets B, a friendly looking person, on the street in Belgrade. He addresses B, says he's an American and would like to rent a room or find a good hotel. B tells him of Mrs. ____ who has rooms to rent. A asks if there is a good restaurant around. B says he can eat at Mrs. ____'s if he rents a room. A is delighted and asks where it is. B says he lives there and is going there now. She's going to have roast beef (or lamb, or whatever B likes best) for dinner. A goes with him.

Section F—Conversation (*Cont.*)

Continue conversation with additional check-up if necessary.

FINDER LIST

bàš	баш	by all means, exactly
bùdite (*imperative of bìti*)	будите	be!
dòmaaći	домаћи	home made
dònijeti, da dònesee, dònijeli, donèsite (*dòneeti, dòneeli*)	донијети, да донесе, донијели, донесите (донети, донели)	bring
dòruč(*a*)*k* (m.)	доруч(а)к	breakfast
gladán, gladnii	гладан, гладни	hungry
gòvedina (f.)	говедина	beef
gràh (m, no pl.)	грах	beans
htìo sam (*htèo sam*)	хтио сам	I wanted
jàbuka (f.)	јабука	apple
jànjetina (f.) (*jàgnjetina*)	јањетина јагњетина	lamb (meat)
jèsti, jèdee, jèo	јести, једи, јео	eat
jùtroos	јутрос	this morning
kàkovi	какови	what kind of?
kàšika (f.)	кашика	spoon
komàdić (m.)	комадић	piece
kùvaan, kùvaanii	куван, кувани	boiled
màali	мали	small
nèšto	нешто	something
ni . . . ni	ни . . . ни	neither . . . nor
niśte	ниште	you aren't
nìšta	ништа	nothing
nòož (m. pl. spec.)	нож	knife
opròstiti, da òprostiim, opròstio, opròstite	опростити, да опростим, опростио, опростите	forgive
òsim	осим	except
pèčen, pèčenii	печен, печени	roasted
pèkmez (m.)	пекмез	plum jelly
pìo sam	пио сам	I drank
pìta (f.)	пита	fruit or cheese roll
pòvrće (n., no pl.)	поврће	vegetables
pšèničnii	пшенични	wheat (adjective), made of wheat

rànо	рано	early
rècite! (imperative of *rèći*)	реците!	tell!
salaáta (f.)	салата	lettuce
sìr (m., pl. spec.)	сир	cheese
slàtko	слатко	sweet (n.)
svàkaako	свакако	certainly
svinjetina (f.)	свињетина	pork
tànjiir (m.)	тањир	plate
vèčera (f.)	вечера	dinner (supper)
vìlica (f.)	вилица	fork
vjèrovaatno (*vèrovaatno*)	вјероватно (вероватно)	surely
vjèrujte! (*vèrujte!*)	вјерујте! (верујте!)	believe!
vòće (n., no. pl.)	воће	fruit
zar	зар	(question particle)
zèlen, zèlenii	зелен, зелени	green

UNIT 10

SHOPPING

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then do the *Hints on Pronunciation*, and then run twice more through the *Basic Sentences* individually.

1. Basic Sentences

Record 19B, beginning.

John wants to do some shopping and gets Bill to go along.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL CYRILLIC SPELLING
	John	
place (or town)	*mjèsto* (*mèsto*)	мјесто (место)
we look	*ràzgleedaamo*	разгледамо
in the windows	*u proózorima*	у прозорима
Let's go downtown and do some window-shopping.	*Hàjdemo ù mjesto* (*mesto*) *da màlo ràzgleedaamo ròbu u proózorima.*	Хајдемо у мјесто (место) да мало разгледамо робу у прозорима.
	Bill	
you spend	*tròšiš*	трошиш
money (pl.)	*nòovce*	новце
enough	*dòvoljno*	довољно
of clothes	*òdjećee* (*òdećee*)	одјеће (одеће)
Why should you spend money when you've got plenty of clothes?	*Zàšto da tròšiš nòovce, kàd ñi imaaš dòvoljno òdjećee* (*òdećee*)*?*	Зашто да трошиш новце, кад ти имаш довољно одјеће (одеће)?

John

If I see something good and cheap, why shouldn't I buy it?

Àko vìdiim nèšto dòbro i jèftino, zàšto nè bi kuúpio?

Ако видим нешто добро и јефтино, зашто не би купио?

(John wins and they go out)

that we turn in to
big
department store
Let's go in this big department store.

da se svràtiimo
vèlikii
manufaktùrnuu raádnju
Hàjde da se svràtiimo u òvuu vèlikuu manufaktùrnuu raádnju.

да се свратимо
велики
мануфактурну радњу
Хајде да се свратимо у ову велику мануфактурну радњу.

(In the store)

Salesman

you wish
Good morning, gentlemen. What can I do for you?

ìzvoliite
Dòbro jùtro, gòspodo! Štà ìzvoliite?

изволите
Добро јутро, господо! Шта изволите?

John

suit
I'd like to look at a black suit, please.

odijélo (odeélo)
Mòliim vas da pògledaam jèdno crnno odijélo (odeélo)

одијело (одело)
Молим вас да погледам једно црно одијело (одело)

that one
displayed
in the middle window
like the one you have (displayed) in the middle window.

ònoo
ìzloženo
u srèdnjeem proózoru
kao ònoo što ìmaate ìzloženo u srèdnjeem proózoru.

оно
изложено
у средњем прозору
као оно што имате изложено у средњем прозору.

Salesman

what size?	*kòjii bròoj*	који број
you wear	*nòsiite*	носите
What size suit do you wear, sir?	*Kòjii bròoj odijéla (odeéla) vȉ gospòd'ine nòsiite?*	Који број одијела (одела) ви господине носите?

John

they're not known	*niísu pòznaati*	нису познати
sizes	*bròjevi*	бројеви
measurements	*mjère (mère)*	мјере (мере)
of your suits	*vàšiih odijeélaa (odeélaa)*	ваших одијела (одела)
I don't know the sizes and measurements of your suits,	*Mèni niísu pòznaati bròjevi i mjère (mère) vàšiih odijeélaa (odeélaa),*	Мени нису познати бројеви и мјере (мере) ваших одијела (одела),

Record 20A, beginning.

but	*nègō*	него
that I may try	*da òproobaam*	да опробам
but please bring two or three so (that) I can try 'em on.	*nego mòlim vas, donèsite dvàa ili trȉi da ih òproobaam.*	него молим вас, донесите два или три да их опробам.

Salesman

waited on (pl.)	*slùženi*	служени
to return	*povraátiti se*	повратити се
Certainly! ('you'll be served') I'll be back right away.	*Bȉti ćete slùženi. Òdmah ću se povraátiti.*	Бити ћете служени. Одмах ћу се повратити.

Bill

of fine goods	*dȉivnee ròbee*	дивне робе
They have good stuff here.	*Òni ȉmajuu dȉivnȅe ròbee oóvdje (oóvde).*	Они имају дивне робе овђе (овде).
look!	*pògledaaj!*	погледај!
on that other table	*na ònom drùgoom astaálu*	на оном другом асталу
shirts	*kòšulje*	кошуље
ties	*maášne*	машне
Look at the shirts and ties on that other table.	*Pògledaaj tàmo na ònom drùgoom astaálu, kòšulje i maášne.*	Погледај тамо на оном другом асталу, кошуље и машне.

Salesman (on returning)

hither	*òvaamo*	овамо
behind that rack (of suits)	*ȉza stalaážee*	иза сталаже
Please step over here behind this rack (of suits).	*Mòlȉim vas, doóđjite òvaamo ȉza ònee stalaážee.*	Молим вас, дођите овамо иза ове сталаже.
take off!	*svuúcite*	свуците
Take off your old suit	*Svuúcite vàše stàaro odijélo*	Свуците ваше старо одијело
put on!	*obuúcite*	обуците
from these	*od òvȉih*	од ових
concerning which you think	*za kòje mȉsliite*	за које мислите
and put on whichever one of these you think is your size,	*i obuúcite jèdno od òvȉih za kòje mȉsliite da je vàš brȍoj,*	и обуците једно од ових за које мислите да је ваш број,

mirror	*oglèdalo*	огледало
and you have a large mirror there.	*i tàmo imaate jèdno vèlikoo oglèdalo.*	и тамо имате једно велико огледало.
	(John tries on the suit)	
	John	
to you	*tèbi*	теби
it satisfies	*dòpadaa se*	допада се
How do you like this suit?	*Kàko se tèbi dòpadaa òvoo odijélo (odeélo)?*	Како се теби допада ово одијело (одело)?
	Jack	
coat	*kàpuut*	капут
stands to you	*stòjii ti*	стоји ти
sewed on	*prišìven*	пришивен
The coat fits perfectly,	*Kàpuut ti stòjii kao prišìven,*	Капут ти стоји као пришивен,
Record 20B, beginning.		
vest	*pr̀sluk*	прслук
it appears to me	*izgleedaa mi*	изгледа ми
the vest seems (to me) a little large,	*pr̀sluk mi izgleedaa màlo pròstran,*	Прслук ми изгледа мало пространи,
trousers	*hlàče*	хлаче
too long	*prèdugačke*	предугачке
and the pants are pretty long.	*a hlàče su dòsta prèdugačke.*	а хлаче су доста предугачке.
	Salesman	
to fix	*pòpraviti*	поправити
We'll fix that.	*Mi ćemo tò pòpraviti.*	Ми ћемо то поправити.

two pairs of socks		два пара чарапа
Good and give me two pairs of socks, too,	*Dòbro, dàajte mi jòš dvà pàara čàraapaa,*	Добро, дајте ми још два пара чарапа,
handkerchiefs	*màramice*	марамице
and I'd like to see what kind of shirts and hankerchiefs you have.	*i vòlio bi vìdjeti (vìdeti) kàkove kòšulje i màramice ìmaate.*	и волио би видјети (видети) какове кошуље и марамице имате.
	Salesman	
hats	*šešíire*	шешире
underwear	*dònjuu ròbu*	доњу робу
belt	*pàas*	пас
Right away. We have good hats, underwear, and a belt, too, if you like.	*Òdmah. Takòódjer ìmaamo dòbre šešíire, dònjuu ròbu, i ako žèliite jèdan pàas.*	Одмах. Такође имамо добре шешире, доњу робу, и ако желите један пас.
	John	
I need	*trèbaa mi*	треба ми
Thanks, that's all I need.	*Hvaála, tòo je svè što mi trèbaa.*	Хвала, то је све што ми треба.

Additional Numbers

Record 20B, after first spiral.

Thirteen	*trínaajst*	тринајст
Fourteen	*četírnaajst*	четрнајст
Fifteen	*pètnaajst*	петнајст
Sixteen	*šèsnaajst*	шеснаест
Seventeen	*sedàmnaajst*	седамнајст

Eighteen	*osàmnaajst*	осамнајст
Nineteen	*devètnaajst*	деветнајст
Twenty	*dvaádeset*	двадесет
Twenty one	*dvaádeset i jèdan*	двадесет и један
	or *dvaádeset jèdan*	двадесет један
Twenty two	*dvaádeset i dvà*	двадесет и два
	or *dvaádeset dvà*	двадесет два
Thirty	*trìdeseet*	тридесет
Forty	*četrdèseet*	четрдесет
Fifty	*pedèseet*	педесет
Sixty	*šezdèseet*	шездесет
Seventy	*sedamdèseet*	седамдесет
Eighty	*osamdèseet*	осамдесет
Ninety	*devedèseet*	деведесет
A hundred	*stò*	сто
	or *stòtina*	стотина

Record 21A, beginning.

A hundred and one	*stò jèdan*	сто један
	or *stòtina jèdan*	стотина један
One hundred	*jèdna stòtina*	једна стотина
Two hundred	*dvìje stò*	двије сто
	or *dvìje stòtine*	двије стотине
Three hundred	*trìi stò*	три сто
	or *trìi stòtine*	три стотине

Four hundred	*čètir stòo*	четир сто
	or *čètir stòtine*	четир стотине
Five hundred	*pèet stòo*	пет сто
	or *pèet stòtiinaa*	пет стотина
A thousand	*hìljada*	хиљада
Two thousand	*dvìje hìljade*	двије хиљаде
Five thousand	*pèet hìljaadaa*	пет хиљада
A million	*miłoon*	милион
Zero	*nìštica*	ништица

2. Hints on Pronunciation

r

Serbo-Croatian *r* is not the same as English *r*. In English we curl our tongue back; in Serbo-Croatian the tip of the tongue is flapped or trilled against the ridge back of the upper teeth. Note also that the Serbo-Croatian *r* is often treated as a vowel, occurring with both rising and falling stress, short and long. Here are some examples:

PRACTICE 1
Record 21A, after first spiral.

čètiri	four
dòbro	good
razùmijem	I understand
brȓzo	fast
sȓpski	Serbian
hȓvaatski	Croatian

ć, č

These two sounds are probably harder for you to tell apart than any other two in Serbo-Croatian except *dj: dž*. The reason for this is that it doesn't make any difference in meaning whether we say one or the other

in English so we don't bother to tell them part. However, they are two distinctly different sounds to many Serbo-Croatian speakers (though some dialects of Serbo-Croatian do not distinguish them). The difference between them is slight, *ć* being made with the tip of the tongue against the upper teeth and *č* with the tip of the tongue against the ridge back of the upper teeth (as the *ch* in *archer*). We may compare Serbo-Croatian *t* (made against the teeth) and English *t* (made against the alveolar ridge). Listen carefully for the difference when your Guide (or the records) says these examples:

PRACTICE 2
Record 21A, after second spiral.

nòoć	night
ići	to go
hòću	I will or want
čàj	tea
čàša	glass
vèčeer	evening
pòčinjee	begins

SECTION B—WORD STUDY

1. Word Study

A. The Noun: Dative and Instrumental plural

PROÓZOR	window
da màlo ràzgleedaamo ròbu u PROÓZORIMA	that we may look at clothes in the windows

The word *proózor* 'window' is the nominative singular. The form in the sentence is *proózorima* with the ending *-ima*. The preposition *u* means 'in, inside of' when followed by the dative, so our form is dative plural. This ending is the same for masculine, feminine *-i* nouns and neuter, dative and instrumental. We may now review our masculine and neuter noun forms, adding these we've just learned:

Masculine

Nom.	*proózor* 'window'	pl.	*proózori*
Acc.	*proózor*		*proózore*
Dat.	*proózoru*		*proózorima*
Gen.	*proózora*		*proózooraa*
Inst.	*proózorom*		*proózorima*

(The vocative is omitted as you never address a window!)

Neuter

Nom.	*sélo* 'village'		
Acc.	*sélo*		
Dat.	*sélu*		*sèlima*
Gen.	*séla*		*sèlaa*
Inst.	*sélom*		*sèlima*

B. Noun: moveable *a*

òon slùužii dòbar NÒVAC — he earns good money
mòoraam promijéniti NÒVAACAA — I have to change some money
zàšto da tròšiiš NÒOVCE? — why are you spending money?

Here are three forms of the same word which look quite different from each other, the accusative singular *nòvac*, the genitive plural *nòvaacaa* and the accusative plural *nòovce* ('monies'). If we compare *dòbar* and *dòbre* with *nòvac* and *nòovce*, we see that we have the same *a* which is present when the word has no ending but disappears when an ending is added, with the added feature that in *nòovce* the vowel *o* is lengthened. The length of the *o* does not concern us here. In *nòvaacaa*, however, we have a form with an ending, *-aa*, but which keeps the *a*. As you know, the ending *-aa* must always have a long vowel in the syllable before it, so the *a* is kept and lengthened. Our rule for moveable *a* is, then, that it occurs in verbs (*l*- forms) and adjectives when there is no ending but does not occur in forms with endings; in nouns, however, moveable *a* occurs in forms without endings and in forms with the ending *-aa* but is not found in other forms with endings. We may now list all of the forms of *nòvac* as an example of a noun with moveable *a*:

sg. Nom.	*nòvac*	pl.	*nòovci*
Acc.	*nòvac*		*nòovce*
Dat.	*nóóvcu*		*nòovcima*
Gen.	*nóóvca*		*nòvaacaa*
Inst.	*nóóvcem*		*nòovcima*

Here are some other moveable *a* nouns you've had:

jàa sam AMERIKAÁNAC — I'm an American
tràmvaaj stàje na UÚGLU — the street car stops on the corner

òon je vèlikii MÒMAK — he's a big fellow
čtim se vàš ÒTAC zàniimaa? — what does your father do?

Amerikaánac, ***mòmak*** and ***òtac*** are all nominative, have no ending, and so have ***a***, but the genitive (or accusative) of these words is ***Amerikaánca***, ***mòmka*** and ***òca*** (as you found in the noun list in the *Word Study* of Unit 8). The word ***uúglu***, however, is dative (place where after the preposition ***na***) with the ending ***-u***. It is a masculine word so the nominative (or accusative) has no ending and is ***uúgao*** (the ***l*** is replaced by ***o*** as in ***vòlio***, ***vòlila***). We may give the singular forms of these nouns:

sg. Nom.	*Amerikaánac*	*uúgao*	*mòmak*	*òtac*
Acc.	*Amerikaánca*	*uúgao*	*mòmka*	*òca*
Dat.	*Amerikaáncu*	*uúglu*	*mòmku*	*òcu*
Gen.	*Amerikaánca*	*uúgla*	*mòmka*	*òca*
Inst.	*Amerikaáncem*	*uúglom*	*mòmkom*	*òcem*

(Note: In the forms of ***òtac*** without the ***a***, ***tc*** is replaced by a simple ***c***.)

C. NOUNS: Extended plurals

kòliko SINOÓVAA imaate? — how many sons have you?
mèni niísu pòznaati BRÒJEVI — the sizes aren't known to me
kòjii BRÒOJ odijéla vìi nòsiite? — what size suit do you wear?

Both ***bròoj*** and ***sìin*** are masculine nouns, but instead of having a simple plural ending ***-i*** for nominative or ***-aa*** for genitive we have Nsg. ***bròoj:*** Npl. ***brÒjevi;*** Nsg. ***sìin:*** Gpl. ***sinoóvaa***. In one word we have an extra ***ev*** and in the other an extra ***oov***. Since we know ***o*** and ***e*** often vary with each other (***o*** after ***j*** sounds, etc.) and that ***o*** would have to be long before ***-aa***, we see that they are both the same thing—a suffix ***-ov-*** or ***-ev-*** added before the plural endings. So 'sons' (Npl.) is ***sìnovi*** and 'of sizes' (Gpl.) is ***bròjeevaa***. Here are all the plural forms of these two words (leaving out the vocative which is always the same as the nominative in the plural):

pl. Nom.	*sìnovi*	'sons'	*brÒjevi*	'sizes'
Acc.	*sìnove*		*brÒjeve*	
Dat.	*sinÒvima*		*brÒjevima*	
Gen.	*sinoóvaa*		*brÒjeevaa*	
Inst.	*sinÒvima*		*brÒjevima*	

Many of the words marked "pl. spec." in Units 8 and 9 belong to this group:

čaj	pl. *čàjevi*	'tea'
grÀad	pl. *grÀdovi*	'city'
hljèb	pl. *hljèbovi*	'bread, loaf of bread'
mùž	pl. *mùževi*	'husband'

nòož	pl.	*nòževi*	'knife'	*rèed*	pl.	*rèdovi*	'order'
òtac	pl.	*očevi*	'father'	*uúgao*	pl.	*úglovi*	'corner'
ràt	pl.	*ràtovi*	'war'	*sȉr*	pl.	*sȉrovi*	'cheese'

D. PRONOUNS: familiar form

TȊI ȉmaaš dòvoljno òdjećee — you have sufficient clothes
kàko se TÈBI dòpadaa òvoo odijélo? — how does this suit satisfy you
kàpuut TI stòjii kao prišȉven — the coat fits you as if sewed on

Nom.	*ȓi* 'you'	*jà* 'I'
Acc.	*tèbe, te*	*mène, me*
Dat.	*tèbi, ti*	*mèni, mi*
Gen.	*tèbe*	*mène*

In the *Basic Sentence* conversation we have two good friends talking to each other. For this reason we find them using the familiar forms of the pronoun 'you' (and the appropriate verb form). Thus we find *ȓi* instead of *vȉ*, *tèbi* instead of *vàma* and *ti* instead of *vam*. We call these forms 'familiar' as they are only used to persons well known to the speaker, children, or inferiors. In the above examples we have the nominative *ȓi*, and the long and short forms of the dative, *tèbi* and *ti*. The accusative and genitive forms are like the dative but with a final *-e* instead of *-i*. We may compare the pronoun *jà*:

The pronoun *ȓi* is singular. If you speak to more than one person, you use *vȉ*, which is the plural as well as the polite or formal for the singular. The word *ȓi* always takes a singular form of the verb and *vȉ* the plural (see below).

E. ADJECTIVES: new forms

ȉmaam KÙVAANII krùmpiir — I have boiled potatoes
mȉi ȉmaámo sàmo CȒRNII PŠÈNIČNII hljèb — we have only dark (black) wheat bread
štà ȉmaate ȉzloženo u SRÈDNJEEM proózoru — which you have displayed in the middle window
òni ȉmajuu DȊIVNEE ròbee na ònom DRÙGOOM astaálu — they have fine goods on that other table

zar neémaate DRÙGOG pòvrća?	don't you have (any) other vegetables?
jàa sam hȉto màlo ZÈLENOG gràha	I wanted a little green beans
ȉmaate li màali komàdić KÀKOVEE DÒMAAĆEE pȉtee?	do you have a little piece of some sort of home-made fruit roll?
ȉmaamo DÒBRE šešȉre	we have good hats

kùvaanii, *cȑrnii* and *pšèničnii* are all accusatives in *-ii* (the long adjective ending). We have already studied this *-ii* as nominative and assumed then that the accusative would be the same (for non-life nouns). These are examples to show that our assumption was correct. The same applies to the ending *-e* on *dòbre*, which we before assumed (without examples) to be the accusative plural feminine as well as nominative.

Considering the other forms, we have *srèdnjeem* with the ending *-eem; dȉvnee*, *kàkovee* and *dòmaaćee* with *-ee; drùgoom* with *-oom;* and *drùgog*, *zèlenog* with *-og*. You may easily tell what case each of these is by the case of the noun which they describe and also from their use. For example, both *srèdnjeem* and *drùgoom* are masculine datives since they modify (describe) masculine nouns in the dative (*proózoru*, *astaálu*) and are used after *u* meaning 'in, inside of' and *na* 'on, upon'.

The endings *-eem* and *-oom* are of course the same, *-eem* occurring here after *j*. *-oom* (*-eem*) is, then, the long masculine dative ending. The forms in *-ee*, *dȉvnee*, *kàkovee* and *dòmaaćee* are all genitive (singular, feminine) as is seen by their use (genitive of quantity after *ȉmati* 'to have'). The *-og* ending is also genitive (singular, masculine) and the examples are again of quantity (after *ȉmati* and *màlo*). You have already had *-ooga* as accusative masculine singular. The ending *-og* is a shorter form of this (but not the 'short' ending in our technical sense). So *-og*, *-ooga* is genitive, and also accusative of 'life' nouns. You remember also that neuter nouns had the same endings as masculine ones in the dative and genitive singular. The same is true of the adjective, so they have the ending *-oom* (*-eem*). Our endings so far are, then:

Short endings

	m.	f.	n.	pl. m.	f.
Nom.	*no ending*	*-a*	*-o*	*-i*	*-e*
Acc.	*no ending*	*-u*	*-o*		*-e*

Long endings

	m.	f.	n.
Nom.	*-ii*	*-aa*	*-oo*
Acc.	*-ii*, *-og*, *-ooga*	*-uu*	*-oo*
Dat.	*-oom*	*-ooj*	*-oom*
Gen.	*-og*, *-ooga*	*-ee*	*-og*, *-ooga*

(Note: *-ooj* always stays the same. Any other *o* or *oo* in the above table changes to *e* or *ee* after *j*, etc.)

Using the word *dòbar* 'good' as a model, we have these forms to illustrate our adjective endings:

Short

		m.	f.	n.
sg.	Nom.	*dòbar*	*dòbra*	*dòbro*
	Acc.	*dòbar*	*dòbru*	*dòbro*
pl.	Nom.	*dòbri*	*dòbre*	
	Acc.		*dòbre*	

Long

		m.	f.	n.
sg.	Nom.	*dòbrii*	*dòbraa*	*dòbroo*
	Acc.	*dòbrii*, *dòbrog*, *dòbrooga*	*dòbruu*	*dòbroo*
	Dat.	*dòbroom*	*dòbreeoj*	*dòbroom*
	Gen.	*dòbrog*, *dòbrooga*	*dòbree*	*dòbrog*, *dòbrooga*

F. Pronominal adjectives: genitive plural

mjère VÀŠIIH odijeélaa — the measurements of your suits
jèdno od ÒVIIH — one of these

Here are forms of the pronominal adjectives *vàš* 'your' and *ovaaj* 'this'. The ending on each is *-iih*. The word *odijeélaa* is genitive plural, as we see by the ending *-aa*, and so *vàšiih* is also genitive plural since it modifies (or describes) *odijeélaa:* 'of your suits'. Our other word, *òviih*, is genitive after the preposition *od*. Our ending

for the genitive plural of pronominal adjectives is *-iih*. In fact, this ending (with short form *-ih*) is the ending of *all* adjective genitive plural forms. So we could add *dòbriih* in all three columns for the genitive plural in the last section.

G. Pronominal adjectives: *that*

kao ÒNOO što imaate	like that which you have
pògledaaj tàmo na ÒNOM drùgoom astaálu	look there on that other table

You have already studied the adjective *òvaaj* 'this' (*Word Study*, Unit 8). If you compare the forms there to those in the above examples, you'll find *òvoo: ònoo* and *òvom: ònom*. So the word for 'that' is just like the one for 'this' but with an *n* instead of a *v*. The masculine nominative singular of 'this' is *òvaaj*, feminine *òvaa* and neuter *òvoo;* so we also have *ònaaj, ònaa, ònoo* for 'that'. (For other forms see the *Word Study* of Unit 8. All the endings given there for *òvaaj* are also used with *ònaaj*.)

H. Verb: familiar form

zàšto ća TRÒŠIIŠ nòvce, kad ti ÌMAAŠ dòvoljno òdjeće?	why should you spend money when you have plenty of clothes?
POGLEDAAJ tàmo!	look there!

The words *tròšiiš* and *imaaš* have an ending *-š*, meaning 'you' as we see by the translations. The ending we have been used to is *-te* (*tròšiite, imaate*). In the same way the imperative *pògledaaj* has merely the ending *-j* instead of *-jte* (as in *dàajte* 'give!'). In the *Basic Sentence* conversation we have two good friends talking to each other. For this reason we find them using the familiar forms of the verb (and pronoun). The present ending for 'you' (familiar) is *-š* and for the imperative of *a* verbs it is *-j*. These forms are used under the same conditions as the familiar pronoun forms (see Section D). You may use the familiar forms with friends, but never use them when talking to a stranger or one with whom you are not well acquainted. Notice that John and Bill use the familiar form to each other but not to the salesman, who in turn uses the polite form.

I. Verb: *biti*, negativ

NIÌSAM vìdeo vàšega bràta vèć dùgo	I haven't seen your brother for a long time now.
mòja zèmlja NÌJE tàko bògata	my land isn't so rich

mèni NIÍSU pòznaati bròjevi	the sizes aren t known to me
kìše NEÉĆEE jòš pòčeeti	the rains won't start yet

Just as *ìmaa* has the negative *nèemaa*, *sam* has the negative *niísam*. The whole present of *bìti* as well as the future have these special negative forms. For the present you add *nii-* or *nì-* and for the future *neé-*. Filling in the other forms on the pattern of those we have, the complete groups are:

Present		Future	
niísam	*niísmo*	*neéću*	*neéćemo*
niísi	*niíste*	*neéćeš*	*neéćete*
nìje	*niísu*	*neéće*	*neéćee*

J. Verb: *bìti*, review

We have now had a great many forms of the verb 'to be' and it will be good for you to review them as a group They are:

Present

Short form		Long form		
sam	I am	*smo* we are	*jèsam*	*jèsmo*
si	you are	*ste* you are	*jèsi*	*jèste*
je	he (she, it) is	*su* they are	——	*jèsu*

Negative	
niísam	I'm not
niísi	you're not
nìje	he (she, it) isn't
niísmo	we're not
niíste	you're not
niísu	they're not

Future

bìti ću	I'll be
bìti ćeš	you'll be
bìti će	he (she, it) will be
bìti ćemo	we'll be
bìti ćete	you'll be
bìti ćee	they'll be

	Negative			
	neéću bìti	I won't be	***neéćemo bìti***	we won't be
	neéćeš bìti	you won't be	***neéćete bìti***	you won't be
	neéće bìti	he (she, it) won't be	***neéćee bìti***	they won't be
Past (*l* form)				
	òon je bìo	he was	***òni su bíli***	they were (m.)
	òna je bíla	she was	***màajke su bíle***	the mothers were
	dijéte je bílo	the child was		
"would" form				
	tòo bi bílo	that would be		
Imperative				
	bùdite	be!		

2. Covering English and Serbo-Croatian of Word Study (Individual Study)

Give the English equivalents of all expressions in the *Word Study* and the Serbo-Croatian for all the English.

3. Review of Basic Sentences

With the Guide [illegible] records review the first half of the *Basic Sentences*.

Section C—Review of Basic Sentences

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences (Individual Study)

Check your knowledge of the meaning of all words and phrases in the *Basic Sentences*.

3. Word Study Review (Individual Study)

A. Complete each of these sentences with one of the forms given after it:

1. *Rèciše mi šta znaáte o* ____ *odijeélaa u Jugoslàviji.*
   a. *bròjevi*
   b. *bròjeevaa*
   c. *bròjevima*

2. *Kòliko ljùudii žívee u* ____ *Sŕbijee?*
   a. *gràdovima*
   b. *gràdoovaa*
   c. *gràdove*

3. *Mìi gòvoriimo o* ____ *u Sŕbiji.*
   a. *sèelaa*
   b. *sèlima*
   c. *sélom*

4. *Òna nìje bíla u* ____ *Amèrikee gdjè ònii ljùudi žívee.*
   a. *preédjeli*
   b. *preédjele*
   c. *preédjelima*

5. *Vìdiite li òvog* ____*?*
   a. *mòmku*
   b. *mòmak*
   c. *mòmka*

6. *Mòji* ____ *ùčee èngleeski na univerziteétu u Beògradu.*
   a. *sînovi*
   b. *sinoóvaa*
   c. *sînove*

7. *Jèste li vîi gospòdin Joóvić?* ____
   a. *sam*
   b. *jèsam*

8. *Doódjite ako želiite, ali mìi* ____ *bîti kòd kućee.*
   a. *nîsmo*
   b. *neéćemo*
   c. *neéćete*

9. *Jàa sam govòrio sa* ____ *u bànci.*
   a. *pisaáru*
   b. *pisaári*
   c. *pisaárima*

10. *Nè, mìi* ____ *bràća.*
    a. *neéćemo*
    b. *nîsmo*

B. Give these Serbo-Croatian sentences complete, substituting the correct Serbo-Croatian for the English in parentheses:

1. *Svì mòji* (sons) *ùčee srpsko-hŕvaatski.*
2. *Dà li* (you) *slùžiiš dòbar nòvac?*
3. *Čìm ću* (finish) *sa svòjiim žìtom, doódji kòd mene da se* (talk).
4. *Evo* (to you, familiar) *hìljadaarka.*
5. *Jàa ću bìti* (at your house, familiar) *večèras.*
6. *Òon je u* (another) *graadu.*
7. *Sklìm je òon* (gone)?
8. *Gospòdin Dèliić je òtišao sa gospòdinom Joóvić, jer* (he didn't want) *ìći sà Brâankom.*
9. *Jàa* (didn't rent) *sòbu kòju vìi vòliite. Tòo je bìilo ljepo od mène.*
10. *Štà su imèna* (of your) *sinoóvaa?*
11. (This) *pàar čàraapaa mi izgleedaa dòbar.*
12. *Kàko vòliite* (this) *maášnu?*
13. *Nè voliim* (black) *maášne.*
14. (That) *kòšulja je lijépa ali nìje čìsta.*
15. *Òvaaj pàas je* (wide) *ali je prèdugačaak.*
16. *Žèliite li ih* (try on)?
17. *Jàa ću* (wear) *òvoo odijélo svàkii dàan.*
18. *Hàjdemo u* (another) *mjèsto!*
19. *Vòliite li ròbu u* (this) *proózoru?*
20. *Nè, ali* (the middle) *proózor ìmaa dìivnee ròbee.*

4. What Would You Say? (Individual Study)

1. John asks Jack if he'd like to go to town and window-shop.
   a. *Jàa mìsliim da ću ìmaaš dòvoljno òdjećee, nèmooj da tròšiiš nòovce.*
   b. *Bì li ću vòlio ìći ù mjesto, da màlo ràzgleedaamo ròbu u proózorima?*
   c. *Àko mi se nèšto dòpadaa, jàa ću kuúpiti.*
2. The salesman greets them:
   a. *Kàko bi bìilo da se svràatiimo u òvuu manufaktùurnuu raádnju?*
   b. *Dòbar dàan gòspodo, izvoliite nèšto?*
   c. *Jàa žèliim, da pògleda am jèdno čŕrno odijèlo, kào štò ìmaate u proózoru.*
3. John says he isn't familiar with the sizes of clothes there:
   a. *Gospòdine, znaáte li vìi kòjii bròoj vàm trèbaa?*
   b. *Òdmah će bìti svè u reédu, čìim òvoo svŕšiim.*
   c. *Mjère i bròjevi vàšiih odijeélaa niísu mi pòznaati.*

4. Jack remarks the store has nice goods.
   a. *Svuúcite vàše stàaro odijélo ìza òvee stalaážee!*
   b. *Òvaa manufaktùurnaa raádnja ìmaa vrlo dòbre kòšulje i maásne.*
   c. *Izvòlte oóvdje, tùu vam je oglèdalo.*

5. The salesman mentions that he has some good hats and underwear.
   a. *Sàmo mi trèbaa jòš dvàa pàara čàraapaa i mòže bìti dvìje kòšulje.*
   b. *Àko vì žèliite, mì ìmaamo dòbre šešíre a takoódjer i dònjuu ròbu.*
   c. *Àko su vàm hlàče prèdugačke, mì ćemo ih pòpraviti.*

Section D—Listening In

1. What Did You Say?

With the other members of the group give orally your responses to the previous exercise as the Group Leader calls for them.

2. Word Study Check-Up

Give the Serbo-Croatian for all English equivalents in the *Word Study* as the Group Leader calls for it.

3. Listening In

John and Jack are in some city in Jugoslavia shopping around to buy some clothes.

Record 21A, after third spiral.

John: *Jàa bi vòlio ìći ù mjesto, pa da ràzgleedaamo màlo u proózorima ròbu.*

Jack: *Mèni se čìnii da tì ìmaaš dòvoljno òdjećee (òdećee), i ònda zàšto da tròšiiš nòovce?*

John: *Znàam da ìmaam, ali àko je nèšto jèftino, jàa ću kuúpiti.*

Jack: *Dòbro, àko tì tàko žèliiš?*

(They go.)

John: *Òdmah ćemo da se svràatiimo u òvuu màaluu manufaktùurnuu raádnju.*

Salesman: *Dòbar dàan gòspodo, štà žèliite?*

John: *Vìi imaate jèdno cìrno odijélo (odeélo) izloženo u srèdnjeem proózoru.*

Mòliim vas da ga vìdiim.

Record 21B, beginning.

John: *Tàčno, donèsite vìi mèni trìi ili čètir, pà da ih òproobaam.*

Salesman: *Povraátiti ću se òdmah i bìti ćete slùuženi.*

Jack: *Òvii ljùudi imajuu dìivnee ròbee.*

Vìdiiš li kòšulje i maášne na ònom astaálu?

Salesman: *Obuúcite òvoo odijélo (odeélo) tàmo iza ònee stalaážee.*

Tàmo ćete takoódjer naáći i oglèdalo.

John (to Jack): *Štà ìti mìsliiš, dòpadaa li se tèbi òvoo odijélo (odeélo)?*

Jack: *Jàa ga vòliim, jer ti kàpuut stòjii kào prišìven.*

John: *A prsluk i hlàče?*

Jack: *Prsluk je dòsta pròstrana i hlàče su prèdugačke.*

Salesman: *Tòo ćemo mìi pòpraviti. Žèliite li jòš nèšto?*

John: *Jòš bi vòlio dvàa ili trìi pàara čàraapaa.*

Salesman: *Bìti ćete slùuženi.*

John: *Sàd ću vas mòliti da vìdiim kàkove kòšulje i màramice imaate.*

Salesman: *Znaáte li vìi bròjevi vàših odijeélaa (odeélaa)?*

John: *Znàam, ali bròjevi vàših odijeélaa (odeélaa) nìisu mèni pòznaati.*

Salesman: *Nìšta zàto.*

Salesman: *Jèste, takoódjer àko žèliite pògledati i šešìire.*

John: *Mòliim vàs, vìdio sam da imaate dòbre šešìire.*

Salesman: *Znaáte li, kòjii bròoj trèbaate?*

John: *Nèznaam, àli mi dàajte čètir ili pèet, pà ćemo naáći jèdan.*

Salesman: *Mìi takoódjer imaamo i dòonju ròbu, ako žèliite pògledati.*

John: *Hvaála, nè sàda, tògaa imaam dòsta.*

Salesman: *Dàli moguúće trèbaate jèdan pàas?*

John: *Pa dàajte mi jèdan, jer bi ga moórao i pòslje (pòsle) kuúpiti.*

Salesman: *Trèbaate li gospòdine, moguúće i cìpele?*

John: *Nè, hvaála, nego jàa se bòjiim da neéću imati dòsta nòvaacaa,*

jèr mi tòo svè skùpa izgleedaa prilìično skuúpo.

Salesman: *Nìje tòo skuúpo gospòdine, jer tòo je vrlo dòbra ròba.*

John: *Jàa tòo vȉdiim, ali štà će bȉti, akó jàa nèemaam nòvaacaa.*

Salesman: *Tògaa se jàa ne bòjiim. Vȉi ste iz Amèrikee, i jàa znàam da vȉi ȉmaate dòlaaraa kao vòdee.*

John: *Kàko vȉi znaáte da jàa ȉmaam mnògo dòlaaraa?*

Salesman: *Jàa sam čùo da svàkii Amerikanac ȉmaa nòvaacaa u bànci.*

John: *Tòo mòje tàčno, nego mòliim vas, dàajte mi ràčuun.*

Salesman: *Dòbro, odijélo (odeélo) stòjii dȅvet stòo dȉnaaraa,*
dvàa pàara čàraapaa šezdèseet dȉnaaraa,
trȉi kòšulje i čètir màramice je stòo osamdèseet i sèdam dȉnaaraa,
i šešȉir je trȉi stòo četrdèseet dȉnaaraa.

John: *Mòliim vas, rècite mi, kòliko je tòo svè skùpa.*

Salesman: *Òvoo svè skùpa stòjii sàmo četȓnaajst stòo osamdèseet i sèdam dȉnaaraa.*

Section E—Conversation

1. Covering the Serbo-Croatian in Basic Sentences (Individual Study)

With the Serbo-Croatian covered, practice until you can speak the Serbo-Croatian for each English sentence without hesitation.

2. Vocabulary Check-Up

Give the Serbo-Croatian for all English sentences in the *Basic Sentences* as the Group Leader calls for it.

3. Conversation

1. You now have quite a number of words for articles of clothing: coat, vest, pants, shirt, tie, socks, shoes, underwear, belt. Pick out several of these and go into a store to buy them. One person will be the salesman and try to give you satisfactory articles and sell you a few others you don't want. Be sure to ask about the price.

2. You are ordering large supplies of clothing for your organization. One member of the group will act as the dealer. Order appropriate number of shirts, suits, etc. Discuss prices and sizes.

3. You go into a restaurant. You sit down at a table with a stranger and you begin talking. He sees you're not a Yugoslav and asks where you're from. You tell him. Discuss various things with him—food, clothing, crops, anything within your vocabulary range.

SECTION F—CONVERSATION (*Cont.*)

Continue conversation with additional check-up if necessary.

FINDER LIST

àstaal (m.)	астал	table
brȍoj (m., *pl.* *brȍjevi*)	број (бројеви)	number
čàrapa (f.)	чарапа	a sock
dȉivan, dȉivnii	диван, дивни	fine
dȍonjii	доњи	lower, under (adjective as in 'underclothes')
dȍpadati se, dȍpadaa se	допадати се, допада се	to be pleasing, to suit (with the dative)
dȍvoljno	довољно	enough
hlâče (f., pl., no sg.)	хлаче	trousers
îza	иза	behind (with the genitive)
izgleédati, îzgleedaa izgleédao	изгледати, изгледа, изгледао	to appear, to seem
îzložen, îzloženii	изложен, изложени	displayed
îzvoliti, îzvolii, izvȍlio	изволити, изволи, изволио	to wish
kàpuut (m.)	капут	coat
kȍjii	који	which, which?
kȍšulja (f.)	кошуља	shirt
maášna (f. Gpl. *maášnii* or *maášnaa*)	машна (машни, машна)	tie, necktie
mȁnufaktȕurnii	мануфактурни	department (adjective, as in 'department store')
màramica (f.)	марамица	handkerchief
mjȅra (*mèra*) (f.)	мјера (мера)	measurement, measure
mjȅsto (*mèsto*) (n.)	мјесто (место)	place, town
nȅgo	него	but, then
nȍsiti, nȍsii, nȍsio	носити, носи, носио	to carry, to wear
obuûcite	обуците	put on! (clothes)

odijélo (*odeélo*) (n.)	одијело (одело)	suit
òdjeća (*òdeća*) (f.)	одјећа (одећа)	clothes
oglèdalo (n.)	огледало	mirror
ònaaj, ònaa, ònoo	онај, она, оно	that
oproóbati, da òproobaa òproobao	опробати, да опроба, опробао	to try, test
òvaamo	овамо	hither
pàar (m.)	пар	pair
pàas (m., pl. *paásovi*)	пас	belt
pòpraviti, pòpraavii, pòpravio	поправити, поправи, поправио	to fix
povraátiti se, da se pòvraatii, povraátio se	повратити се, да се поврати, повратио се	to return
pòznaat, pòznaatii	познат, познати	known
prèdugačaak, prèdugačkii	предугачак, предугачки	too long
prišíven	пришивен	sewed on
prozór	прозор	window
pròstran, pròstranii	простран, простран	wide
pŕsluk	прслук	vest
raádnja (f., Gpl. *raádnjii*)	радња, радњи	store, workshop, work
razgleédati, ràzgleedaa razgleédao	разгледати, разгледа, разгледао	to look at
slùužen	служен	waited on, served
srèdnjii	средњи	middle (adjective)
stalaáža (f.)	сталажа	rack (of suits)
stòjii ti	стоји ти	stands to you (fits you)
svraátiti se, da se svràatii, svraátio se	свратити се, да се сврати, свратио се	turn into, stop at
svuúcite!	свуците!	take off!
šèšiir (m.)	шешир	hat
trèbaa mi	треба ми	I need
tròšiti, tròšii, tròšio	трошити, трошн, трошио	to spend
vèlikii	велики	large, big

Note: The numerals on pp. 207—209 have not been included in the above list.

UNIT 11

AT THE POST OFFICE

SECTION A—BASIC SENTENCES

Record 22A, beginning.

Andy's at the Post Office, where he wants to buy some stamps, post cards, and get a little information.

—ENGLISH EQUIVALENTS—	—AIDS TO LISTENING—	—CONVENTIONAL CYRILLIC SPELLING—
	Andy	
twenty postcards	*dvàdeset pòštanskiih dòpisnïicaa*	двадесет поштанских дописница
Please give me twenty postcards	*Mòlïim vas, dàajte mi dvàdeset pòštanskiih dòpisnïicaa*	Молим вас, дајте ми двадесет поштанских дописница.
ten stamps	*dèset màrkii*	десет марки
at five dinars each	*po pèet dïnaaraa*	по пет динара
and ten five-dinar stamps.	*i dèset màrkii po pèet dïnaaraa.*	и десет марки по пет динара.
	Pòštaar[1]	
Here you are!	*Èvo vam!*[2]	Ево вам![2]
	Andy	
some information	*nèkee informaácijee*	неке информације
about your postal regulations	*o vàšiim pòštanskiim regulaácijama*	о вашим поштанским регулацијама
Please, sir, I'd like to have some information about your postal regulations.	*Mòlïim vas, gospòdine, jàa bi žèlio jòš nèkee informaácijee ò vàšiim pòštanskiim regulaácijama.*	Молим вас, господине, ја би желио још неке информације о вашим поштанским регулацијама.

[1]'postal clerk' [2]These words are accidentally omitted on the record.

Yes, just ask what you like.

Pòštaar

Jèste, sàmo pítoajte što žèliite.

Јесте, само питајте што желите.

Andy

it would cost
that I send
telegram
to the family
How much would it cost to send a telegram to my family?

stàjalo bi
da pòšaljem
tèlegraam
obiítelji
Kòliko bi stàjalo da jàa pòšaljem tèlegraam mòjoj obiítelji?

стајало би
да пошаљем
телеграм
обитељи
Колико би стајало да ја пошаљем телеграм мојој обитељи?

Pòštaar

to satisfy you
I'm sorry I can't accommodate you,

udovòljiti vam
Žào mi je da vam ne mògu udovòljiti,

удовољити вам
Жао ми је да вам не могу удовољити,

communication lines
very
curtailed
as our communication lines are greatly curtailed

sàobraćaajne vèze
vèoma
ogràničene
jer nàše sàobraćaajne vèze su vèoma ogràničene

саобраћајне везе
веома
ограничене
јер наше саобраћајне везе су веома ограничене

with the countries
to send
telegrams
with the countries through which we have to send telegrams to America.

sa dŕžavama
slàti
bŕzojaave
sa dŕžavama kroz kòje mìi mòoraamo slàti bŕzojaave za Amèriku.

са државама
слати
брзојаве
са државама кроз које ми морамо слати брзојаве за Америку.

Record 22B, beginning.

since
letters
by airplane
Since you can't send telegrams, can you send air-mail letters?

Andy

kàd vèć
lìstove
avioónom
Kàd vèć nè možete slàti tèlegraame, mòžete li slàti lìstove avioónom?

Pòštaar

ùzeeti
prepòruučene
Mòžemo, ali ih nè možemo ùzeeti kao prepòruučene.

кад већ
листове
авионом
Кад већ не можете слати телеграме, можете ли слати листове авионом?

узети
препоручене
Можемо, али их не можемо узети као препоручене.

to take
insured, or registered
We can, but we can't accept them registered.

In other words,

Drùgiim rijéčima (reéčima),

Другим ријечима (речима).

foreign airway enterprises
they guarantee
mail
determined
foreign airway lines don't guarantee that the mail will reach its destination.

strànaa avìoonskaa poduzeéća
garantiíraju
pòšta
òdreedjeno
strànaa avìoonskaa poduzeéća ne garantiíraju da će pòšta doóći na òdreedjeno mjèsto (mèsto).

страна авионска подузећа
гарантирају
пошта
одређено
страна авионска подузећа не гарантирају да ће пошта доћи на одређено мјесто (место).

you haven't said
with the sending
of packages
You haven't told me how you stand on sending packages.

Andy

niíste rèkli
sa slaánjem
pakeétaa
Niíste mi rèkli kàko stòjiite sa slaánjem pakeétaa.

ниште рекли
са слањем
пакета
Ниште ми рекли како стојите са слањем пакета.

Pòštaar

we receive	*prìimaamo*	примамо
generally	*ùopšte*	уопште
We don't accept packages at all now,	*Pakeéte ùopšte nè priimaamo sàda,*	Пакете уопште не примамо сада,
to be able	*mòći*	моћи
to send	*pòslati*	послати
some	*nèkoliko*	неколико
but I believe you'll be able to send all you want in a few days.	*ali vjèrujem (vèrujem) da ćete mòći pòslati svè što vòlìite za nèkoliko daánaa.*	али вјерујем (верујем) да ћете моћи послати све што волите за неколико дана.

Andy

I sent	*pòslao sam*	послао сам
things	*stvàari*	ствари
last month	*pròšloog mjèseeca (mèseeca)*	прошлог мјесеца (месеца)
Good. I sent some things last month,	*Dòbro. Jàa sam pòslao kùći nèke stvàari pròšloog mjèseeca (mèseeca),*	Добро. Ја сам послао кући неке ствари прошлог мјесеца (месеца),
satisfied (pl.)	*zàdovoljni*	задовољни
and they were very pleased.	*i òni su vèoma zàdovoljni.*	и они су веома задовољни.

Record 23A, beginning.

Pòštaar

the coming week	*ìduućee nèdeljee*	идуће недеље
Come here again next week,	*Doódjite òpeet òvaamo ìduućee nèdeljee,*	Дођите опет овамо идуће недеље,
and I'll be able to tell you a little more about it then.	*i ònda ću vam mòći kaázati ò tom màlo višee.*	и онда ћу вам моћи казати о том мало више.

Section B—Word Study

1. Word Study (Individual Study)

A. Feminine *-i* nouns

da jàa pòšaljem tèlegraam mòjoj OBIĺTELJI	for me to send a telegram to my family
vȉi ćete doóći do njȉhovee STÀROSTI	you'll reach their age
jàa sam pòslao nèke STVÀARI	I sent some things
drȕgiim RIJÈČIMA	in other words

Notice that ***obiĺtelji***, ***stàrosti*** and ***stvàari*** all end in ***-i*** but the adjective before them in ***-oj***, ***-ee*** and ***-e***. It is only by the adjectives and by the way the words are used that we can tell what form these words are in. So you see by ***mòjoj*** that ***obiĺtelji*** is dative; ***njȉhovee*** and the fact ***do*** is followed by the genitive show us ***stàrosti*** is genitive; ***nèke*** and the use as object of the verb show us ***stvàari*** is accusative plural. The ending ***-ima*** on ***rijéčima*** you already know as the instrumental ending of masculine and neuter nouns and is here instrumental, also (literally, "with other words"). As with all nouns the dative and instrumental plural forms are alike, so we know ***rijéčima*** is dative, also. The forms we have had then are:

		sg.	pl.
sg.	N	***rȉječ***	
	A	***rȉječ***	
	D	***rȉječi***	***rȉječima***
	G	***rȉječi***	
	I		***rȉječima***

The forms left blank all have endings you know. All of them except the genitive plural, which has ***-ii***, have ***-i*** just as the dative and genitive singular. So the complete forms (omitting the vocative as you would never say 'O word!') of ***rȉječ*** are:

sg.	N	***rȉječ***	***rȉječi***
	A	***rȉječ***	***rȉječi***
	D	***rȉječi***	***rȉječima***
	G	***rȉječi***	***rȉječii***
	I	***rȉječi***	***rȉječima***

Nouns of this kind we call [illegible] since whenever there is an ending, it is *i* or begins with it (***-ii***, ***-ima***). The nouns you have had so far which belong to this set are:

kćȉi	'daughter'	***obiĺtelj***	'family'
nòoć	'night'	***rȉječ***	'word'
stàrost	'old age'	***stvàar***	'thing'
vàdraš	'city'		

One of these, *kćer*, is a special noun, as we have already learned. The endings are added to the other form *kćer*, which then has a short vowel: *kćèri*, etc. Here all six forms of this word, sg. and pl.

sg. N	*kćer*	pl.	*kćèri*
A	*kćèer*		*kćèri*
D	*kćèri*		*kćèrima*
G	*kćèri*		*kćèrii*
I	*kćèri*		*kćèrima*
V	*kćèri*		*kćèri*

These *-i* nouns are the smallest set of the four noun sets in Serbo-Croatian.

B. Feminine *-a* nouns, Dative and Instrumental plural.

jàa bi žèlio nèkee informaácijee o vàšiim pòštanskiim REGULAÁCIJAMA
I'd like some information about your postal regulations.

vèze su ogràničene sa DŘŽAVAMA
the lines are curtailed with the countries

The preposition *o* when meaning 'about, concerning' is followed by the dative case. The preposition *sa* when meaning 'with' is followed by the instrumental. So the words *regulaácijama* and *dŕžavama* are dative and instrumental. Notice that they have the same ending *-ama* just as all the other noun sets have the same ending for dative and instrumental plural. You have now had all the endings of the feminine *-a* nouns except the instrumental singular. The ending for masculine and neuter singular instrumental is *-om*, e.g., *sa gospòdinom Jovićem* and for feminine *-a* nouns it is the same with a long vowel: *-oom*. So you would say *sa dŕžavoom* 'with the country'.

C. Neuter Nominative plural

avìoonskaa PODUZEĆA ne garantíirajuu
airway enterprises don't guarantee

The word *poduzeéća* is nominative plural of the neuter noun *poduzeéće* 'enterprise'. The nominative plural ending of this set is, then, *-a* and is the same for the accusative, as we would expect (since *-o* is both nominative and accusative singular). You now have the complete endings of neuter nouns.

D. REVIEW OF NOUN FORMS

You have now had all of the noun endings. Here are examples of nouns of each kind. Two examples of masculine nouns are given in the singular to give you both the accusative form without any ending and the form with *-a*.

Masculine

sg.	N	*proózor*	'window'	pl.	*proózori*	sg.	*gospòdin*	'gentleman'
	A	*proózor*			*proózore*		*gospòdina*	
	D	*proózoru*			*proózorima*		*gospòdinu*	
	G	*proózora*			*proózooraa*		*gospòdina*	
	I	*proózorom*			*proózorima*		*gospòdinom*	
	V	(*proózore*)			(*proózori*)		*gospòdine*	

Feminine *-i* nouns

sg.	N	*vaároš*	'city'	pl.	*vaároši*
	A	*vaároš*			*vaároši*
	D	*vaároši*			*vaárošima*
	G	*vaároši*			*vaárošii*
	I	*vaároši*			*vaárošima*
	V	(*vaároši*)			(*vaároši*)

Feminine *-a* nouns

sg.	N	*màajka*	'mother'	pl.	*màajke*
	A	*màajku*			*màajko*
	D	*màajci*			*màajkama*
	G	*màajkee*			*màajkii*
	I	*màajkoom*			*màajkama*
	V	*màajko*			*màajke*

Neuter

sg.	N	*sélo*	'village'	*sèla*
	A	*sélo*		*sèla*
	D	*sélu*		*sèlima*
	G	*séla*		*sèelaa*
	I	*sélom*		*sèlima*
	V	(*sélo*)		(*sèla*)

(The vocative has been put in parentheses when the words used as examples would rarely ever be used in this form.)

Note: *màajka* has *-ii* as ending for genitive plural; most masculine, neuter and feminine *-a* nouns have *-aa*. Note also the change of *k* to *c* in *màajci*. This also happens with the masculine plural endings with *i;* for example *vòjniik* but *vojniići, vojniicima*.

E. NUMERALS 2–4

U DVÀA sàata	at two o'clock
ìmaam samo DVÌJE sòbe	I have only two rooms
ako je moguúće, TRÌI sòbe	if possible, three rooms
mòliim vas DVÌJE ĥtre ùlja	two litres of oil, please.

Both *dvàa* and *dvìje* mean 'two'. *dvàa* is used with masculine and neuter nouns and *dvìje* with feminine nouns. *sàata* is genitive (masc.) as you recognize. *sòbe* has the ending *-e* which is the same as nominative or accusative plural of feminine *-a* nouns. The same ending is used after *trìi* (and also *čètir*). So we see that *dvàa, trìi, čètir* used with masculine and neuter nouns, are followed by the genitive *singular* while feminine *-a* nouns following *dvìje, trìi* or *čètir* have the ending *-e*.

F. ADJECTIVE—New forms and old

jàa bi žèlio nèkee informaácijee o VÀŠIIM PÒŠTANSKIIM regulaácijama	I'd like some information about your postal regulations.
DRÙGIIM riječima	in other words
ĄVIÒONSKAA poduzeéća	airway enterprises

In *vàšiim* and *pòštanskiim* we see dative plural of the feminine form of the adjective. In *drùgiim* we have the instrumental. This ending *-iim* (long) is the same for all forms of the adjective in the dative and instrumental plural and for masculine and neuter singular. The ending *-aa* of *avìoonskaa* is of course the long nominative or accusative ending with neuter plural nouns. Little distinction is made between the long and short forms in the plural, however and the difference, when made, is usually just the length of the vowel.

We now have a much more complete picture of adjective forms. Using *dobar* 'good' again to illustrate them, we have:

Short		m.	f.	n.
sg.	N	*dòbar*	*dòbra*	*dòbro*
	A	*dòbar, dòbra*	*dòbru*	*dòbro*
pl.	N	*dòbri*	*dòbre*	*dòbra*
	A	*dòbre*	*dòbre*	*dòbra*
Long				
sg.	N	*dòbrii*	*dòbraa*	*dòbroo*
	A	*dòbrii*	*dòbruu*	*dòbroo*
		dòbrog		
		dòbrooga		

		m.	f.	n.
	D	*dòbroom*	*dòbrooj*	*dòbroom*
	G	*dòbrog*	*dòbree*	*dòbrog*
		dòbrooga		*dòbrooga*
	I	*dòbriim*	*dòbroom*	*dòbriim*
pl.	N	*dòbrii*	*dòbree*	*dòbraa*
	A	*dòbree*	*dòbree*	*dòbraa*
	D	*dòbriim*	*dòbriim*	*dòbriim*
	G	*dòbriih*	*dòbriih*	*dòbriih*
	I	*dòbriim*	*dòbriim*	*dòbriim*

Drill yourself thoroughly on every example of these you've had and be very careful in your *Conversation* to use these correctly. If you make a mistake, the guide will correct you (if you are using a guide).

Note: The vocative, which has been omitted from the above tables, is the same as the nominative.

G. PRONOMINAL ADJECTIVES: review

You have had one new form of *vàš: vàšiim*, already discussed with the other adjective forms. We may now review all the forms of *vàš* we've had so far and fill in the gaps with the endings of the regular adjectives. The word *nàš* 'our' has, of course, exactly the same endings.

		m.	f.	n.
sg.	N	*vàs*	*vàša*	*vàše*
	A	*vàš, vàšega*	*vàšu*	*vàše*
	D	*vàšem*	*vàšoj*	*vàšem*
	G	*vàšega*	*vàšee*	*vàšega*
	I	*vàšiim*	*vàšoom*	*vàšiim*

		m.	f.	n.
pl.	N	*vàši*	*vàše*	*vàša*
	A	*vàše*	*vàše*	*vàša*
	D	*vàšiim*	*vàšiim*	*vàšiim*
	G	*vàšiih*	*vàšiih*	*vàšiih*
	I	*vàšiim*	*vàšiim*	*vàšiim*

As you see, many of these forms are alike. If we put the masculine and neuter columns together we get only:

		m.	n.	f.
sg.	N	*vàš*	*vàše*	*vàša*
	A	*vàš, vàšega*		*vàšu*
	D	*vàšem*		*vàšoj*
	G	*vàšega*		*vàšee*
	I	*vàšiim*		

		m.	n.	f.
pl.	N	*vàši*	*vàša*	*vàše*
	A	*vàše*		
	D		*vàšiim*	
	G		*vàšiih*	
	I		*vàšiim*	

The word for 'my', *mòoj*, has almost the same endings but has two forms you have not had which are a little different. For genitive singular (m. and n.) and accusative singular (m.) you may use *mòjega* (like *vàšega*) or *mòoga: jàa nísam vîdeo mòjega* (*mòoga*) *bràta vèć dùgo* (Acc.). For the accusative *mòoga* is more common. For the genitive either *mòjega* or *mòoga* is used. The masculine and neuter dative has the *-om* (*-em*) of *vàšem* but with an added *-e*. The form is *mòome: jàa gòvoriim ò moome bràtu* 'I'm talking about my brother'. Our forms, then, for *moòj* are:

		m.	n.	f.
sg.	N	*mòoj*	*mòje*	*mòja*
	A	*mòoj, mòjega* *mòoga*	*mòje*	*mòju*
	D	*mòome*		*mòjoj*
	G	*mòjega* *mòoga*		*mòjee*
	I	*mòjiim*		*mòjoom*

pl.	N	*mòji*	*mòja*	*mòje*
	A	*mòje*		
	D		*mòjiim*	
	G		*mòjiih*	
	I		*mòjiim*	

(Note: the vocative is again the same as the nominative.)

We may also fill in the missing forms of our words for 'this', *ȍvaaj*, and 'that', *ȍnaaj*, from the above discussion:

		m.	f.	n.			m.	f.	n.
sg.	N	*ȍvaaj*	*ȍnaa*	*ȍnoo*	pl.	N	*ȍnii*	*ȍnee*	*ȍnaa*
	A	*ȍnaaj, ȍnog(a)*	*ȍnaa*	*ȍnoo*		A	*ȍnee*	*ȍnee*	*ȍnaa*
	D	*ȍnom(u)*	*ȍnooj*	*ȍnom(u)*		D		*ȍniim*	
	G	*ȍnog(a)*	*ȍnee*	*ȍnog*		G		*ȍniih*	
	I	*ȍniim*	*ȍnoom*	*ȍniim*		I		*oniim*	

H. Review: Using your 'cases' (Nouns, pronouns, adjectives)

Nominative

1. *NÀŠE SÀOBRAČAAJNE VÈZE su vèoma OGRÀNIČENE* — our communication lines are greatly curtailed
   SÒBE su DÒBRE, PRÒSTRANE, ZRAÁČNE i SVIJÉTLE — the rooms are nice, spacy, airy and light
   ÒON je PÌSAAR — he's a clerk

Here we have the nominative used with parts of the verb 'to be'. In such sentences as 'I am a soldier', 'he is a tailor', 'they are nice' the words *I*, *soldier*, *he*, *tailor*, *I* and *soldier* would all be nominative in Serbo-Croatian.

2. *ȅvo vam HÌLJADAARKA* — here's a 1000 dinar bill
   a VÀŠ SÌIN? — and your son?
   a VÌI? — and you?

In these expressions the nominative is used the same as if the verb 'to be' were used. We do translate the first with 'here's' but it is literally 'here to you a 1000 dinar bill'. The second could be said *a kàko je vàš sìin?* You remember that *a vȉi* may be used in *Ȉ jaa sam dòbro a vȉi?* in answer to *kàko ste vȉi?* In referring back to or reflecting a previous statement the same form is used. That is, *kàko ste vȉi?* uses the nominative so *a vȉi* and *a vàš sìin* do also.

3. *MÌI smo čùli* — we heard
VÌI ımaate sòbe — you have rooms
MÒOJ SÙPRUG i JÀA ıdeemo u kiıno — my husband and I are going to the movies
TRÀMVAAJ stàje na uúglu — the street car stops on the corner.

In these examples we have a noun or pronoun used with a verb. *mìi* is used with a verb form in *-mo; vìi* with a verb form in *-te; sùprug* and *jàa* are used with *-mo* as they could be replaced by *mìi; tràmvaaj* is used with a verb form ending in the "stem vowel", here *-e*.

Whenever you have a noun or pronoun "agreeing with" a verb in this way (*mìi* 'we' with *-mo* 'we', *tràmvaaj* 'street car' with verb form for 'he, she, or it', etc.) we say that the noun or pronoun is the *subject* of the verb. The subject of the verb is always the nominative case.

Accusative

1. *mìi traážiimo KATEDRAÁLU* — we're looking for the cathedral
jàa IH nè možem naáći — I can't find them
da ùpiitaamo ÒVOG STRÀŽAARA — let's ask this policeman

Here each underlined word is the object of the verb, the accusative being used like *him, them, her* in the English 'I found him, he saw them, they wanted her.'

2. *mòoraam ıći na STÀNICU i ònda u BÀNKU* — I have to go to the station and then to the bank.
ùlje za ÀUTO — oil for a car
šta ımaate za VÈČERU? — What do you have for dinner?

The accusative is used after many prepositions, often when the phrase indicates motion towards something.

Dative

1. *rècite MI štà ımaate* — tell me what you have
dàajte MI pedèseet dınaaraa — give me fifty dinars
hvaála VAM — thank you
mògu i VÀMA màlo pomòći — I can help you a little

da pòšaljem tèlegraam MÒJOJ OBIÍTELJI
žào mi je, da VAM nè mogu UDOVÒLJITI

for me to send a telegram to my family
I'm sorry that I can't oblige (satisfy you)

You see by these examples that the dative is used in such expressions as 'tell *me*', 'give *me*', 'thank *you*', 'send (to) *my family*', 'to satisfy *you*'. Notice that some of these verbs also have objects: 'tell me *what*', 'give me *fifty*', 'send *a telegram* to my family'. The *what*, *fifty* and *telegram* are 'direct objects' while the *me* and *to my family* are sometimes called 'indirect objects'. In Serbo-Croatian an 'indirect object' is in the dative case.

2. *bìti će MI dòsta do Skòplja*
gùme su VAM dòbre
èvo VAM ràčuun
MÈNI se čìnii
dràago MI je
žào MI je

that will be enough for me to Skoplje
your tires are good
here's your bill
it seems to me
I'm pleased
I'm sorry

In these examples pronouns in the dative are used in several meanings. The first example shows it used as 'enough *for me*'. The second and third examples may be literally translated 'the tires are *to you* good' and 'here *to you* a bill' meaning '*your* tires are good' and 'here's *your* bill'. The last three examples show use of the dative where the subject of the sentence is *it* in English. We call such expressions *impersonal* (in contrast to *personal* where 'I, you, he' or the like is used as subject). We may translate these sentences literally, 'it makes itself *to me*', 'pleasing it is *to me*', 'sorrowful it is to me'.

3. *vìi ste dovèzli vàšu pšènicu KÙĆI*
jàa sam mògao pòslati KÙĆI nèke stvàari

you brought your wheat to the house
I was able to send some things home

In these sentences *kùći* 'to the house' is dative and indicates direction towards. Remember that with prepositions the dative indicates *place where* (*ù kući* 'inside the house') and the accusative direction towards (*ù kuću* 'into the house').

4. *obíčnaa cijéna u ÒVOM PREÉDJELU gràada*
moórajuu ò NEČEM prìčati

the usual price in this part of the city
they have to talk about something

This is the use of the dative with which you are well acquainted—after prepositions.

Genitive

1. *òbičnaa cijéna u òvom preédjelu GRÀADA* — the usual price in this part of the city
   ìmaate li vȉi komàdić KÀKOVEE DÒMAAĆEE PÌTEE? — do you have a piece of some kind of homemade roll?

   mòlim vas, dvije lȉtre ÙLJA — two litres of oil, please
   TÒGAA se ì jaa bòjim — I'm afraid of that, too

Each of these examples of genitive may be translated by an English phrase with 'of': 'of the city,' 'of some kind of homemade roll,' 'of oil,' 'of that.'

2a. *kòliko SÒOBAA vȉi žèliite?* — how many rooms do you want?
   ìmaam màlo VÒĆA — I have a little fruit
   stòtina dvaádeseet DÌNAARAA — 120 dinars
   èvo vam ràčuun od pèet stòo šezdèsect i čètir DÌNAARA — here's your bill for 564 dinars
   jaa ìmaam trȉi SÌINA — I have three sons
   u dvàa SÀATA — at two o'clock

Kòliko and *màlo* are words which indicate *quantity*, 'how many' and 'a little.' Such words are followed by the genitive case of the noun (and adjective). It is like saying 'how many *of* rooms?' and 'a little *of* fruit.'

The rest of the examples are with numbers: 120, 564, 3, 2. As you remember, the number 'one' is an adjective and so agrees with the noun following it in regard to case, e.g. *ìmaa jèdnooga stìina* (Acc.). All of the other numbers determine the form of the noun following them. Feminine *a*- nouns following *dvȉje*, *trȉi* and *čètir* have the ending *-e*, but other nouns following *two*, *three* or *four* are in the genitive *singular* (*dvàa sàata*, *trȉi stìina*, *čètir dìnaara*). Notice that *dìnaara* in '564 dinars' is genitive *singular* because the number ends in 4. 560 would be followed by genitive plural, as 120 is. Numbers five up, not ending in 1, 2, 3 or 4 are followed by the genitive *plural* (*dèset dìnaaraa*, etc.).

2b. *jàa bi žèlio jòš NÈKEE INFORMAÂCIJEE* — I'd like to have some more information (literally I'd like yet of some information)

   ìmaate li vȉi KÀKOVEE RÒBEE? — do you have any kind of clothes?

zar NEEMAATE GOVEDINEE? — don't you have any beef?
ni GÒVEDINEE ni SVÌNJETINEE — neither any beef nor any pork
nèemaam VRÈMENA — I don't have any time

In these examples the genitive again indicates quantity but without any word to indicate how much or how little is meant. It may be translated 'some of ——,' or 'any ——.' This use of the genitive is frequently found after *ȉmati* 'to have.' Notice that the question 'don't you have any (of) beef?' is answered by 'neither (of) beef nor (of) pork,' using the same form which was in the question.

3. *jàa sam pòslao nèke stvàari PRÒŠLOOG MJÈSEECA* — I sent some things last month
doódjite òvaamo ÌDUUĆEE NÈDELJEE — come here next week
dà li vam je dòbro žìto ÒVEE GÒDINEE? — do you have a good crop this year?

As you see by these examples, the genitive indicates *time when:* 'last month,' 'next week' 'this year.'

4. *zbòg TOGAA, dàti ću vam sòbu* — because of that I'll give you a room
zar neémaate DRÙGOOG PÒVRĆA òsim krùmpiira? — don't you have any other vegetables except potatoes?
žèliite li nèšto slàtko pòslje VÈČEREE? — do you want something sweet after dinner?
imaamo pìtu od JÀBUUKAA, SÌRA i PÈKMEZA — we have apple, cheese and plum jelly rolls
tòo bi bìllo òd VAAS ȉjepo — that would be nice of you

These examples show the genitive after certain prepositions, *zbòg* 'because of,' *òsim* 'except,' *pòslje* 'after' *od* 'from, of.' These are not all the prepositions you have had used with the genitive (*kod* and *do* are two others). Be careful when using these prepositions to get the correct form of the noun, pronoun or adjective.

Instrumental

1. *òon gòvorii sa GOSPÒDINOM Jóvić* — he's speaking with Mr. Jovich
sàobraćaajne vèze su vèoma ogràničene sa DRŽAVAMA . . . — the communication lines are very curtailed with the countries . . .

mȉi ćemo se zadovòljiti STÌIM — will be satisfied with that
čim jòa svȓšiim sa SVÒJIIM SÌJENOM — as soon as I finish with my hay

Each of these examples of the instrumental follows *s* or *sa* meaning 'with'. This preposition is always followed by the instrumental when meaning 'with'. This 'with' can be 'together with' or 'by means of'.

2. *mòžete slàti ȑstove A VIOÓNOM?* — can you send letters by plane?
drùgiim RIJÉČIMA — in other words

This example illustrates the use of the instrumental without any preposition to mean 'with, by means of': 'with other words,' 'by the use of other words,' 'by plane.'

Vocative

dòbar dàan GÒSPODJO — good day, sir
dràago mi je, GÒSPODJO — I'm pleased, madam
dòbro jùtro GČSPODO! — good morning, gentlemen

The vocative is used only when someone is addressed, as in these examples.

2. Covering English and Serbo-Croatian of Word Study (Individual Study)

Give the English equivalents for all expressions in the *Word Study* and the Serbo-Croatian for all the English.

3. Review of Basic Sentences

With the Guide or records review the first half of the *Basic Sentences*.

Section C—Review of Basic Sentences

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences (Individual Study)

Check your knowledge of the meaning of all words and phrases in the *Basic Sentences*.

3. Word Study Review (Individual Study)

A. Complete these sentences in Serbo-Croatian by using the correct Serbo-Croatian equivalent for the English in parentheses:

1. *Vȉi mòžete ìći* (by train) *ili* (by airplane).
2. *Jè li* (this) *stvàar vâša?*
3. *Jàa nȉsam vìdeo* (my) *obȉtelj vèć dùgo.*
4. *Nòći su vȑlo* (black, or dark) *oóvdje, ali dàani su veoma* (light).
5. *Beògrad je* (a large) *vaároš.*
6. *Jàa bi vòlio znàti nèšto o* (your) *ròditeljima.*
7. *Òon mòže tòo pòpraviti òdmah, jer je* (a good) *inžìnjir.*
8. *Nè mogu doóći za trȉi* (months).
9. *Vȉi mòoraate* (stay) *oóvdje sa* (Mrs.) *Dèlijć.*
10. *Ako trèbaate* (a good) *pisaára, pítaajte gospòdina Jovȉć.*

B. Column I has incomplete sentences. Column II adjective forms. Complete each of the sentences in Column I by using the correct adjective form from Column II.

Column I	Column II
1. *Jàa ȉmaam trȉi* ____ *màramice.*	*dòbroom*
2. *Jàa vòlim kòšulje kòje su* ____ *u srèdnjeem proózoru.*	*zèlene*
3. *Vrijéme je vȑlo* ____.	*svâkooj*
4. *Žèlim pòslati pèt* ____ *pakeétaa.*	*vèlikih*
5. *Jè li svè u* ____ *reédu?*	*tòplo*
6. *Vèlike vaároši su u* ____ *dȑžavi.*	*pȑvog*
7. *Èvo vam* ____ *tànjiir.*	*znàmenitu*
8. *Mȉi tràažiimo jèdnu* ____ *katedraálu.*	*drùgiim*
9. *Vȉi ih mòžete naáći u* ____ *dȑžavama.*	*pȑvooga*
10. *Ȉme* ____ *bràta je Paul.*	*ìzložene*
11. *Da ùpiitaamo* ____ *pisaára kòjeg vìdiimo.*	*čìstii*

4. What Would You Say? (Individual Study)

1. Andy goes to the post office and asks for some postcards and stamps.
   a. *Mèni trèbaa pòštanskiih dòpisniicaa i nèkoliko màrkii.*
   b. *Kòliko tòo svè skùpa stòjii?*
   c. *Mòlim vas, dàajte mi dvàdeset dòpisniicaa i òsam màrkii po dèset dìnaaraa!*
2. The postal clerk encourages Andy to ask whatever he cares to:
   a. *Bìli vìi mògli mèni dàti još nèkee informaácijee.*
   b. *Sàmo vìi pìtaajte i mèni će bìti dràago, àko vam mògu pomòći!*
   c. *Kòliko vìi račùnaate jèdan tèlegraam od Skòplja do Nèv Jorka?*
3. Andy being discouraged about telegrams, inquires about airmail:
   a. *Mèni je žào, ali vam nè mogu udovòljiti, jer mìi nè možemo slàti brzojaave u Amèriku.*
   b. *Mògu li jàa slàti mòje lìstove avioónom?*
   c. *Mòžete li mi rèći nèšto o pòštanskiim regulaácijama oóvdje?*
4. The postal clerk tells Andy that packages are not accepted at all.
   a. *Kàko su vàše sàobraćaajne vèze sa državama kròz kòje vìi mòoraate slàti vàše brzojaave?*
   b. *Pakeće ùopšte nè priimaamo.*
   c. *Prepòruučene lìstove takoódjer nè možemo ùzeeti.*

Section D—Listening In

1. What Did You Say?

With the other members of the group give orally your responses to the previous exercise as the Group Leader calls for them.

2. Word Study Check-Up

Give the Serbo-Croatian for all English equivalents in the *Word Study* as the Group Leader calls for it.

3. Listening In

Andy goes to the Post Office to find out how to get in touch with his family.

Record 23A, after first spiral.

Andy: *Dòbar dàan gospòdine.*

Pòštaar: *Dòbar dàan gospòdine, štà izvoliite?*

Andy: *Ìmaate li pòštanskiih dòpisniicaa i màrkii po dèset dinaaraa?*

Pòštaar: *Kàko da nè, kòliko vam trèbaa?*

Andy: *Sàd trèbaam sàmo trideset dòpisniicaa i òsam màrkii.*

Pòštaar: *Dòbro, tòo svè skùpa je jèdna stòtina i dèset dinaaraa. Žèliite li jòš nèšto?*

Andy: *Nè, hvaála, àli bi vas mòlio za jòš nèkee informaácijee.*

Pòštaar: *Jèst, sàmo izvòlte!*

Andy: *Znaáte, jàa sam Amerikaánac*
i vòlio bi znàti nèšto o vàšiim pòštanskiim regulaácijama.

Pòštaar: *Svàkaako, sàmo vli pitaajte!*

Andy: *Mògu li jàa da pòšaljem tèlegraam mòjoj obiitelji*
i kòliko bi tòo stàjalo?

Pòštaar: *Jàa se bòjiim da nè možete i tòo zbog òvog ràta.*

Andy: *Mòlim vas, štà ònda mògu,*
ier vèć dùgo niisam čùo nìšta o mòjoj obiitelji?

Pòštaar: *Jàa vàma vjèrujem (vèrujem) gospòdine,*
ali nàše sàobraćaajne vèze su vèoma ogràničene.

Andy: *Štà je tòo sàd?*

Pòštaar: *Pa vli znaáte da je òvoo ràt i dà vam bàš zàto ne mògu udovòljiti.*

Andy: *Mòlim vas, rècite mi zàšto!*

Pòštaar: *Jàa sam vam kaázao da su nàše sàobraćaajne vèze ogràničene u òvoo vrijéme (vreéme).*

Andy: *Zar vli nè raadiite[1] sa državama, kroz kòje mòoraate slàti brzojaave u Amèriku?*

Pòštaar: *Nè gospòdine. Žào mi je, ali tàko je ùvjek (ùvek) kàd je ràt.*

Andy: *Jèste, sàd vas razùmijem (razùmeem).*
Rècite mi, mòžete li vli slàti listove avioónom?

Pòštaar: *Mòžemo, sàmo ih nè možemo ùzeeti kao prepòruučene.*

---

[1] *raáditi* here means 'deal with, have to do with'

Andy: *Zàšto nè možete?*

Pòštaar: *Zàto što*[1] *avìoonska poduzeéća ne garantìrajuu da će pòšta doóći na òdreedjeno mjèsto (mèsto).*

Record 23B, beginning.

Andy: *Jè li tòo tàko ùvjek (ùvek)?*

Pòštaar: *Nè, nèkad ìdee sàmo čètiri dàana nèdeeljno.*

Andy: *Jàa znàam da je òvoo ràt,*
àli ìpak[2] *ne mògu da razùmijem (razùmeem) da pòšta nè idee svàkii dàan.*

Pòštaar: *Tàko se kòd naas žìtvii gospòdine.*

Andy: *Mògu li vas jòš nèšto pìtati?*

Pòštaar: *Sàmo vìi izvòlte!*

Andy: *Kàd vèć ne mògu da pòšaljem tèlegraam,*
kàko vìi ònda stòjiite sa slaánjem pakeétaa u Amèriku?

Pòštaar: *Mèni je žào da vam òpeet ne mògu udovòljiti,*
jer mìi pakeéte ùopšte nè prìimaamo.

Andy: *I tàko mèni ìzgleedaa da vìi nè možete nìšta zà mene učìniti.*

Pòštaar: *Kào što vìdiite i znaáte, jàa sàmo ràadiim oóvdje (oóvde) i tòo je svè.*

Andy: *U kòliko saátii vàša avìoonskaa pòšta òdlazii?*

Pòštaar: *Svàkii dàan u dvàa sàata ù jutro a nèkad i u pèet saátii ù večeer.*

Andy: *Razùmijem (razùmeem) jàa vàas, àli ìpak*[2] *tòo svè nìje dòvoljno zà mene,*
jer vèć dùgo nìísam nìšta dòbio od mòjee obìítelji.

Pòštaar: *Kàko dùgo vèć?*

Andy: *Òvee gòdinee jòš nìšta nìísam čùo od mòjee kùćee.*

Pòštaar: *Gdjè (gdè) žìívee vàši ròditelji u Amèrici?*

Andy: *Mòja obìítelj je u Čikaágu, a òtac i màajka su u Nèv Yorku.*

Pòštaar: *Kàko mèni stvàari dànas izgleédajuu,*
jàa vjèrujem (vèrujem) da ćete vìi ùskoro nèšto dòbiti od vàšee obìítelji.

Andy: *Vìi gòvoriite dòbro, sàmo kàd će tòo bìti?*

Pòštaar: *Znàam da vam je teéško, nego znaáte vìi štà?*

Andy: *Izvòlte!*

Pòštaar: *Bì li vìi vòljeli (vòleli) doóći màlo kod mòjee kùćee večèras?*

---

[1]*Zàto* 'for that' here means 'for that reason', so *zàto što* means 'for the reason that' or 'because'. [2]'nevertheless'.

Andy: *Tòo je òd vaas lìjepo (lèepo) gospòdine, ali vìi vìdiite da mòja ròba nìje bàš tàko čìsta.*

Pòštaar: *Zàšto nìje čìsta? Mìi znaámo dà ste vìi vòjniik i da vìi ne žìtviite ùvjek (ùvek) u graádu. Jàa znàam da bi mòoj sìin i mòja kćì vòljeli (vòleli) svàma prìčati.*

Andy: *Tòo je lìjepo (lèepo) òd vaas.*

Pòštaar: *Mòja kùća je u Brànkovooj ùlici bròoj 12 (dvaánajst),*

i mòliim vas, bùdite tàmo u sèdam saátii večèras.

Andy: *Dòbro, ònda vas mòliim, rècite mi kàko se nàjlàkšee dòodje vàšoj kùći?*

Pòštaar: *Tòo nìje bàš tàko teéško, jer tràmvaaj stàje na drùgooj straáni od mòjee kùćee.*

Andy: *Pa dòbro, kad vìi tàko žèliite, vìdjeti (vìdeti) ćemo se večèras. Do vidjeénja!*

Pòštaar: *Do vidjeénja!*

SECTION E—CONVERSATION

1. Covering the Serbo-Croatian of the Basic Sentences (Individual Study)

With the Serbo-Croatian covered, practice until you can speak the Serbo-Croatian for each English sentence without hesitation.

2. Vocabulary Check-Up

Give the Serbo-Croatian for all English sentences in the *Basic Sentences* as the Group Leader calls for it.

3. Conversation

1. *A is an American at a Post Office in Jugoslavia. B is the clerk.*

1. A greets B and asks for information.
2. B asks what he wishes to know.
3. A asks how much it costs to send an airmail letter to America.
4. B says it costs ____ dinars.
5. A then wants to know how much it costs to send a letter in Jugoslavia.
6. B says a letter costs ____ dinars.
7. A says he'd like to have ____ dinar stamps and ____ dinar ones.
8. B gives him the stamps and tells him how much it is altogether.
9. A pays him and leaves after thanking him.

2. *A wants to send a telegram. B is the clerk. After greetings:*

1. A says he'd like to send a telegram to his family in America.
2. B asks for their name and where they live.
3. A gives the name and address.
4. B thanks him and says that will be ___ dinars.
5. A pays him and asks how the communication lines with America are.
6. B says fine, that A's family will get his telegram right away.
7. A thanks him and leaves.

SECTION F—CONVERSATION (*Cont.*)

Continue conversation with additional check-up if necessary.

FINDER LIST

avìoon (m.)	авион	airplane	*lìst* (m., pl. N *lìstovi*)	лист (листови)	letter
avìoonski	авионски	pertaining to aviation	*màrka* (f. pl. G. *màrkii*)	марка (марки)	stamp
brzojaav (m.)	брзојав	telegram (*tèlegraam*)	*mjèseec* (*mèseec*) (m.)	мјесец (месец)	month, moon
dòpisniica (f.)	дописница	postcard	*mòći, mòže* (*mògu or mòžem*), *mòg(a)o*	моћи, може (могу, можем), мог(а)о	to be able
država (f.)	држава	county			
garantìirati, garàntiiraam garantìirao	гарантирати, гарантирам гарантирао	to guarantee	*nèdelja* (f.)	недеља	week, Sunday
			nèkoliko	неколико	some
ìduući	идући	coming	*nèkii*	неки	some, any
informàcija (f.)	информација	information			
kàd vèć	кад већ	since			

o	о	(with form 3:0) about, concerning
obìtelj (f-*i*)	обитељ	family
òdreedjen	одређен	determined, destined, curtailed
ogràničen	ограничен	limited, restricted
òvaamo	овамо	(to) here, to this place, hither
pàkeet (m.)	пакет	package
poduzeéće (m.)	подузеће	(an) enterprise, undertaking
pòslati, da pòšalje, pòslao	послати, да пошаље, послао	to send
pòšta	пошта	mail, post-office
pòštaar	поштар	postal clerk
pòštanski	поштански	postal
prepòruučen	препоручен	insured
prìmati, prìmaa, prìmao	примати, прима, примао	to receive
pròšao, pròšli	прошао, прошли	past, gone
rèći, rèk(a)o	рећи, рек(а)о	to say
regulaácija (f.)	регулација	regulation
rìječ (rèeč) (f-*i*)	ријеч (реч)	word
sàobraćaajan	саобраћајан	pertaining to communication
slaánje	слање	(the) sending
slàti	слати	to send
stàjalo bi	стајало би	it would cost
strànan, strànanii	странн, странии	foreign
stvàar (f-*i*)	ствар	thing
tèlegraam (m.)	телеграм	telegram (*bŕzojaav*)
udovòljiti	удовољити	to satisfy (with dative)
ùopšte	уопште	generally
ùzeeti, da ùzmee	узети, да узме	to take
vèoma	веома	very (*vŕlo*)
vèza (f.)	веза	line, band
zàdovoljan	задовољан	satisfied, pleased

UNIT 12

REVIEW

SECTION A—UNDERSTANDING SERBO-CROATIAN

This section is a true-false quiz exactly like the one in Unit 6, except that the first item is not a practice item. Prepare paper with numbers from 1 to 20 for the first part of the quiz. For the second part prepare your paper with the following numbers: Conversation 1: 1–5, Conversation 2: 1–5, Conversation 3: 1–5, Conversation 4: 1–6, Conversation 5: 1–10, Conversation 6: 1–5. The statements for the conversations are given below. Do not look at them until after the quiz if you wish to give yourself a fair test. After you finish the quiz, the Group Leader will read out the correct answers for each statement. Check your paper and give your score to your Leader. He will figure out the average for your group. If your score is less than the average number of correct answers or less than 80% correct, you need more review of the previous units.

Go over the statements on which you had difficulty with the rest of the group, making sure you understand each statement and where you made your mistake.

Statements for Conversations 1–6

For Conversation 1.

1. *Gospòdin Dèliić žèlii pòslati dvàa tèlegraama ali sàobraćaajne vèze su vrlo ogràničene.*
2. *Pòštaar nèemaa màrkii ali ımaa mnògo pòštanskiih dòpısniicaa.*
3. *Gospòdin Dèliić žèlii slàti ſstove avioónom.*
4. *Òon se bòjii da ih nè može pòslati kao prepòruučene ali je pòštaar kaázao da je moguúće.*
5. *Gospòdin Dèliić ne žèlii nıšta, sàmo màrke za avſoonskuu pòštu.*

For Conversation 2.

1. *Dàn i Steévo vòlee ſći na žèljezničkuu stànicu i ònda u kiíno, ali gòspodja Joóvić nè volii da ſduu.*
2. *Dàn je žèlio kuúpiti nèšto za jèsti, i Steévo je ſšao takoódjer.*
3. *Dàn nèznaa tàčno štà njègova sùpruga žèlii, ali Steévo mıslii da òna vòlii gòvedinee.*
4. *Steévo vòlii kuúpiti ..ıàlo gràha i saladıee, a Dàn mòoraa ımati hljèba.*
5. *Dàn mıslii da je svè prèskuupo i nè može naáći njègoov nòvac.*

For Conversation 3.

1. *Gospòdin Dèliić žèlii ìći brízo u Beògrad i zàto ìdee avioónom sa gospòdinom Joóvić.*
2. *Gospòdin Joóvić žèlii pòslati nèke pakeéte i pìta gospòdina Dèliića da mu dònesee nèkoliko avìoonskiih màrkii.*
3. *Joóvić bi vòlio znàti nèšto o pòštanskiim regulaácijama i slaánju prepòruučeniih pakeétaa.*
4. *Dèliić ìdee da vìdii gospòdina Dàničića, kòjii mnògo znàa o avìoonskiim sàobraćaajniim vèzama.*
5. *Bíilo bi prèskuupo slàti stvàari kòje Joóvić žèlii pòslati iz dŕžavee.*

For Conversation 4.

1. *Pàul i Jòvan su bíili bràt i òtac.*
2. *Pàul je žèlio ìći u Zaágreb vòzom.*
3. *Jòvan mòoraa raáditi i nè volii ìći sa Pàulom.*
4. *Vòoz òdlazii u trìi sàata i Pàul je vòlio ìći òdmah.*
5. *Pàul je lìječniik a Jòvan kròjaač.*
6. *Jòvan je ìšao vòzom a Pàul àutobusom.*

For Conversation 5.

1. *Jòvan je vòlio kuúpiti maášnu.*
2. *Òni su nàšli dòbru raádnju u Milòševooj ùlici.*
3. *Bràanko nìje vìdeo nìšta u proózorima.*
4. *Jòvan je mìslio da je òon nàšao što je žèlio.*
5. *Jòvan je ìšao u bànku i ònda u raádnju.*
6. *U proózoru ìmaa pàar čàraapaa za kòjee su mìslili da su dòbre.*
7. *Bràanko je òtišao sa Jòvanom u raádnju.*
8. *Kàd su bíili u raádnji, nìisu vìdeli clpele.*
9. *Clpele u raádnji su bíile dòbree kvuliteétee.*
10. *Jòvan i Bràanko su òdmah kuúpili i nìisu ìšli u drùgee raádnje.*

For Conversation 6.

1. *Vòoz òdlazii u trìi sàata.*
2. *Àutobus je màlo spòrijii od tràmvaaja.*
3. *Pàul je ìšao na stànicu tràmvaajem.*
4. *Vòoz je bìo jòš u stànici, jer je tràmvaaj ìšao brízo.*
5. *Pàul nè može ìći gdje vòlii.*

Section B—Putting it into Serbo-Croatian

(Individual Study)

Prepare to give orally the Serbo-Croatian for each of the following sentences. Do not write anything down.

I

1. I heard that you had two rooms to rent.
2. Yes, I have two nice, spacy rooms.
3. Is the bathroom always clean?
4. Certainly, and you'll always have hot water.

5. I think that's a little too high.
6. You may occupy the rooms today, if you wish.
7. Thank you, I'll go get my clothes.
8. We want to rent the rooms by the week.

II

1. Good morning, sir, have you any gas?
2. How many litres do you want, sir?
3. Gasoline is very hard to get after the war.
4. Do you sell oil here, too?
5. Is gasoline cheaper in America?
6. Here's your bill for 456 dinars.
7. Everything's in order now, sir.
8. 50 litres will be enough for me to Skoplje.

III

1. Please tell us what you have for dinner.
2. We have roast beef, roast pork, green beans, potatoes and lettuce.
3. Bring us roast lamb, boiled potatoes, lettuce and coffee, please.
4. You didn't bring me a fork, sir.
5. This plate isn't so clean.
6. Do you want dark wheat bread?
7. I would like something sweet or a little fruit after dinner.
8. We have apple, cheese, and plum jelly rolls.

IV

1. Why should you spend money when you have plenty of shirts?
2. Why shouldn't I buy some clothes if I don't have enough?
3. What size suit do you wear?
2. Look at the socks and ties on that table.
5. Please bring two or three suits so that I can try them on.
5. How do you like this suit?
7. We also have good hats here.
8. This belt suits me fine.
9. Give me two shirts and two of these hankerchiefs, please.
10. The coat fits you perfectly.

V

1. I'd like some imformation about the airway lines.
2. Your postal regulations aren't known to me.
3. Please give me twenty two postcards.
4. I sent a lot of things home last month.
5. I'm sorry that I can't accommodate you.
6. I must send a telegram to America immediately.
7. We guarantee that the mail will reach its destination.
8. We don't accept packages at all now.
9. You'll be able to send all you want in a few days.
10. Come here next week and I'll tell you a little more about it.

Section C—How Did You Put It?

Quiz by the Leader on the sentences in Section B, asking various members of the group: "*Kàko se kàaže sŕpsko-hŕvaatski . . . ?*"

Section D—Putting It Into Serbo-Croatian

(Individual Study)

Prepare to give orally the Serbo-Croatian for each of the following sentences:

I

1. Please give me three five-dinar stamps.
2. They have nice goods here.
3. I ate early this morning, but I'm not hungry yet.
4. How much does a barrel of gasoline cost?
5. Look at the rooms, if you will!
6. They are very pleased with the things which I sent last week.
7. Do you have a large mirror?
8. Please bring me a knife and spoon, sir.
9. I got five hundred litres yesterday.
10. We'll be satisfied with two rooms at present (for now).

II

1. Do you possibly have another room empty?
2. Are these rolls homemade?
3. Our communication lines with America are greatly curtailed.
4. Take off your old suit and put on one of these.
5. Just ask what you like.
6. Could you bring me another (still one) piece of lamb?
7. Please hurry, I haven't time.
8. Here's the vest and pants, sir!
9. How much is a litre of gas?
10. For a short time you won't have hot water.

III

1. Let's go to town and look at suits in the windows.
2. Be so good as to bring us what you have.
3. Is this pure gasoline?
4. No, this gas is mixed with kerosene.
5. What did you drink for breakfast?
6. I'll fix that immediately.
7. How much would it cost to send an air-mail letter to my family in New York?
8. That is the usual price of a room in this part of the city.
9. It's too expensive in the hotel and for that reason (for that) we're looking for rooms for rent.
10. That's all I have at present.

IV

1. What kind of a mixture is this?
2. Since I can't send these things, can I send money?
3. This department store looks good to me.
4. Are my tires OK?
5. You haven't told me how much that costs altogether.
6. I wanted a little roast lamb, green beans, potatoes and milk.
7. They have plenty of (or, enough) water.
8. Don't you have any pork?
9. I'll give you each room for seventy dinars a week.
10. Naturally, they are!

V

1. What size socks do you wear?
2. Don't you have any other meat besides pork?
3. That's all I need.
4. How do you stand on the sending of insured letters?

5. Here's your bill for seven hundred dinars.
6. Are your daughters home now?
7. We're talking about the villages in Serbia.
8. I'm sorry, we don't have any of that.
9. I thought so, too.
10. I want to see that black suit which you have displayed in the window.

Section E—How Did You Put It?

Quiz by the Leader on the work you did in Section D. Keep your book closed. The Leader will ask you to take turns in speaking sentences by saying: "*Kàko se kàaže sȓpsko-hȓvaatski* . . . ?" If you have a Guide, he will check on your pronunciation and the correctness of your Serbo-Croatian.

Section F—Conversation Review

Hold a series of conversations, from one to two minutes each, on as many of the topics which have been developed in Units 1–11 as you can, combining and varying them as you please. All members of the group should have a chance to take part. Here are some suggested outlines:

1. You go to a rooming house and inquire about accommodations. After finding out the price, you go to see the room. Discuss its qualities—size, etc. Take it or leave it.
2. At a gas station—Order gas and have your tires, water and oil checked. Discuss local conditions with the attendant. Pay before leaving.
3. You meet an old friend and invite him to go along for dinner. You go to a good restaurant and order the best meal they have. Bring in as many names of food as you can, as well as tableware.
4. You go shopping with a friend. Both of you buy items of clothing. The salesman is very courteous but over-anxious to sell his wares.
5. At the Post Office—You want to send some letters home. Discuss the prices of ordinary and air-mail (*avionski*) letters. Get as many stamps as you need.

Remember in these conversations to use the familiar forms of the pronoun and verb when speaking to a friend but the polite forms to others.

KEY TO EXERCISES AND TESTS

The following pages give in condensed form a Key to the exercises contained in Section C of each regular Unit, and to the tests and exercises contained in the Review Units. You will also find here the tests themselves, so that you can read them even if you have no Guide.

Each part of the Key is identified by a heading giving the Unit and Section in which the exercise occurs.

UNIT 2

3. Word Study Review

jàa se zòveem Màarko Kràljević
jàa vas nìsam vìdeo vèć dùgo
vìi mòoraate òdmah ìći
vìi njèga smàatraate kao dijéte
òon *or* òna ne razùmije mène ili vàas
òon *or* òna vôlii ìći u kìno
òon *or* òna ìmaa kćèer i sìna
mìi žèljimo jèsti
mìi dòlaziimo iz Čikaága

4. What Would You Say?

1. c 2. a 3. c 4. b 5. c

UNIT 3

3. Word Study Review

A. 1. kònobaara
2. ljèčniik
3. vòjniik, kròjaač
4. gostiònicu
5. kćèer
6. vèlikii mòmak, òtac
7. sùprugu

B. 1. Dòlaziite li vìi iz Nèv Jorka? Dà li vìi dòlaziite iz Nèv Jorka? Jèli vìi dòlaziite iz Nèv Jorka?
2. Jè li gostiònica u hoteélu?
3. Ìdeete li vìi u kìno? Dà li vìi ìdeete u kìno? Jèli vìi ìdeete u kìno?
4. Ìmaate li vìi i kćèer takoódjer? Dà li vìi ìmaate i kćèer takoódjer? Jèli vìi ìmaate i kćèer takoódjer?
5. Dà li su inžinìri dòbro plàaćeni?

4. What Would You Say?

1. b 2. b 3. a 4. b 5. c 6. c

UNIT 4

3. Word Study Review

A. 1. da
2. se
3. se
4. da
5. li
6. dà li *or* jèli
7. da
8. da, se
9. li
10. dà li *or* jèli
11. se
12. dà li *or* jèli
13. li
14. se, da

B. 1. mòju sùprugu
2. gospòdina
3. graádu
4. katedraálu
5. bànkee
6. gràad
7. gòspodjo
8. univerzitèet
9. sredìni
10. bànku àutobusom

C. 1. vìdjeti *or* da vìdiim
2. promijéniti
3. gòvoriimo
4. mòorate, ìći, ùzmeete
5. rèći

4. What Would You Say?

1. b 2. b 3. a 4. b 5. a 6. c

UNIT 5

3. Word Study Review

A. 1. vaas
2. nàma
3. Kò
4. njèga
5. klìm
6. vam

B. 1. pòlje, sljeno
2. zèmlja
3. žìto, gòdinee
4. klšu
5. sùprugom
6. mùuža
7. mlijéka
8. Mlijéko

C. 1. svèršiite, pomòći
2. dovòziti
3. dovèzli
4. pòčnuu, bi bìflo
5. òstati
6. gòvoree, bìti
7. ìmajuu
8. vòlee
9. ću ìći. òstanee

What Would You Say?

1. c 2. b 3. b 4. b 5. c 6. b

UNIT 6

Section A — Understanding Serbo-Croatian

The following are the answers to the true-false questions:

I

1. F	6. F	11. T	16. T
2. T	7. F	12. F	17. F
3. T	8. F	13. F	18. T
4. F	9. F	14. T	19. T
5. T	10. T	15. F	20. F

II

Conversation 1	Conversation 5	Conversation 9
1. F	1. T	1. F
2. T	2. F	2. T
3. T	3. T	3. T
4. F	4. T	4. T
5. F	5. F	5. F
Conversation 2	**Conversation 6**	**Conversation 10**
1. F	1. F	1. T
2. F	2. T	2. T
3. T	3. T	3. F
4. F	4. F	4. F
5. F	5. F	5. T
Conversation 3	**Conversation 7**	**Conversation 11**
1. F	1. F	1. F
2. T	2. F	2. T
3. F	3. T	3. T
4. F	4. T	4. F
5. T	5. F	
Conversation 4	**Conversation 8**	**Conversation 12**
1. T	1. T	1. T
2. F	2. F	2. F
3. T	3. F	3. F
4. F	4. F	4. T
5. T	5. F	5. F

Conversation 13

1. F
2. T
3. T
4. F
5. F

Section B — How Would You Say It?

I

1. Dòbro jùtro gospòdin Dèliić. Kàko ste vȉi dànas?
2. Jàa sam dòbro, hvaála, kàko ste vȉi?
3. Jàa vas ne razùmijem.
4. Ne govòrite tàko brȓzo. Mòliim vas govòrite màlo spòrijee.
5. Izvȉnite, gdjè je žèljezničkaa stànica?
6. Ìdite nà lijevo i ònda nà desno.
7. Hòteel je tȁmo nàpreed.
8. Mòliim vas, jàa žèliim cigareétaa i šȉbiicaa.
9. Jàa žèliim hljèba i kàfee.
10. Kàko se tòo zòvee sȓpski (hȓvaatski)?

II

1. Òdaakle vȉi dòlaziite?
2. Mòje ȉme je Williams (*or*, Jàa se zòveem Williams). Jàa sam Amerikaánac.
3. Štà vȉi ràadiite oóvdje u Amèrici?
4. Kàko je vàša màajka dànas?
5. Da vam prèstaviim gospòdina Ward.
6. Žào mi je, ali mòja sùpruga nèznaa èngleeski.
7. Vȉi gòvoriite sȓpski (hȓvaatski) vȓlo dòbro.
8. Gdjè vȉi ȉdeete sàda?
9. Mȉi ȉdeemo u kíno.
10. Ȉći ćemo svȉ skùpa.

III

1. Ȉdeem u bànku promijéniti nòvaacaa.
2. Mòliim vas, kàko se ȉdee na žèljezničkuu stànicu?
3. Mòoraam da ùzmeem mòju bagaážu na stànici.
4. Mòžemo ȉći (sa) àutobusom ili (sa) tràmvaajem.
5. Tràmvaaj stàje tàmo na uúglu.

6. Mòliim vas dàajte nam gràdskuu màpu.
7. Da se pròšećemo kròz graad.
8. Katedraála i mùzej su vrlo znàmeniti.
9. Izvìnite gospòdine, mòžete li mi rèći gdjè je mùzej?
10. Nè voliim lći u sredìnu gràada.

IV

1. Kò je gospòdin Dèliić i čìim se zàniimaa?
2. Ôon je jòš pìsaar u hoteélu.
3. Sklìm òon gòvorii?
4. Ôon gòvorii sa stràžaarom.
5. Stràžaar pòznaa njègove ròditelje u Amèrici.
6. Vàš slìn već mòoraa bìti vèlikii mòmak.
7. Niísam vam vìdio bràta dànas. *Or*, Niísam vìdio vàšega bràta dànas.
8. Mòžete li vìi lći snàma?
9. Jèste, hvaála, jàa bi tôo vòlio.
10. Žào mi je, ali mìi ìdeemo sa gospòdinom Joóvić u sèdam saátii.

V

1. Jàa ìdeem ù polje da vìdiim mòju pšènicu.
2. Ìmaate li dòbro žìto òvee gòdince?
3. Ôon ìmaa dòbru ròdnu zèmlju.
4. Jàa vòliim òvoo vrijéme, ali nè misliim da će ovàkoo òstati.
5. Jàa ću pòčeeti sùtra dovòziti mòju pšènicu.
6. Ìmaate li jòš priíličnо sìjena ù polju?
7. Čìim òon svèršii sa svòjijm sìjenom, mòže i mèni màlo pomòći.
8. Mèni se čìnii da stàari ljùudi moórajuu ò nečem priíčati.
9. Ôvaa gòdina bìti će ròdna — tàko sam čùo.
10. Ìdeem u vaároš kuúpiti cìpele, ali ću bìti kôd kućee večèras.

Section D — How Would You Say It?

I

1. Jèste, òni ìmajuu trìi slìna.
2. Štà trèćii slìn ràadii?
3. Mòoj drùgii bràt je vòjniik.
4. Štà òni ràadee u Sèbiji?
5. Trèćii je kròjaač i žìivii u Beògradu.
6. Jèdan je llječniik i ràadii u Amèrici.

7. Mòoj brât je cipêlaar ali jâa njêga jôš smâatraam kao dijéte.
8. Jêste, slin mu je djâak. Ûčii êngleeski.
9. Mêni se čînii da îmaa slina.
10. Šta ste vîi kaázali?

II

1. Čîim se vâš òtac zâniimaa?
2. Îmaate li kćêer takoódjer?
3. Òon žêlii bîti liječniik kâo i mòoj pŕvi slin.
4. Jêste, mòja kćîi je u bólnici (kao) bólničaarka.
5. Mîi îmaamo kćêer takoódjer ali òna je ùdaata.
6. Jê li vâš brât dòbro plâaćen?
7. Njêen òtac je inžînîir.
8. Inziniíri su dòbro plâaćeni.
9. Jêste, njêen mùuž (*or*, sùprug) slùužii dòbar nòvac.
10. Izvînite, jâa bi moórao òdmah îći.

III

1. Doódjite kòd mene da se razgòvaaraamo.
2. Hvaála vam, drâago mi je da smo se òpeet sâstali.
3. Gòvorii li òon sùvišee brízo?
4. Mòliim vas, dâajte mi čâšu vòdee.
5. U kòliko saátii pòčinjee kíno?
6. Hôteel Pâlas je u Milôševooj ùlici.
7. Da ùpiitaamo òvog pisaára.
8. Òni ćee nareéditi da vam se dònesee.
9. Vîi nê mooraate îći tâmo zâto.
10. Štâ vîi îmaate oóvdje za vîdjeti?

IV

1. Kâko se tâmo dòodje nâjlâkšee?
2. Âutobus stâje na drùgoj straáni ùlicee.
3. Tòo je katedraála tâmo, vîdiite li?
4. Izvînite, jêste li vîi gospòdin Dêliić?
5. Dòbro vêčeer gòspodjo Dêliić. Kâko vòliite òvoo vrijéme?
6. Kòliko tòo svê stôjii?
7. U kòliko saátii vòoz òdlazii?
8. Sêdam i čêtiri je jedânajst.
9. Vòoz dòlazii u pêet i trîdeset.
10. Pa dabôme, pòznaam ga vîlo dôbro.

V

1. **Jèste li vli dovèzli vàše sljeno?**
2. **Jèste**, i **dànas ću pòčeeti** dovòziti mòju pšènicu.
3. **Tòo bi bìflo** lijepo òd **vaas**.
4. **Dà li vli vjèrujete** (*or*, **mlsliite**) da ćee klše pòčeeti večèras?
5. **Gdjè su vàša sùpruga i kćĭi dànas?**
6. **Vli ćete ùskoro** doóći do njlhovee stàrosti.
7. **Znaáte kàko** je.
8. **Klša nè bi bìfla dòbra za** mòju pšenicu.
9. **Jàa se** bòjiim tògaa. *Or*, **Tò**gaa se ì jaa bòjiim.
10. **Žèliite li ìći u** kìno? Vjèrujem da je dànas dòbra slìka.

UNIT 7

3. Word Study Review

A. 1. b
2. c
3. a
4. b
5. a
6. b
7. a
8. b
9. b
10. c
11. a
12. c
13. a, c
14. b
15. b

B. 1. žìvee
2. šlbiicaa
3. trèćii
4. tògaa
5. Jèste li bìfli
6. sam mlslio
7. je čùo
8. sredlnu
9. člsta
10. tòpla, dòbra
11. žèljezničkuu
12. kùće

C. 1. me je
2. ćete mu ga
3. ćemo vas
4. su se
5. ću vam
6. li, ćete, se
7. li nam
8. li ih
9. ste, ćete, nam se
10. mu ih

4. What Would You Say?

1. b 2. c 3. b 4. b 5. b 6. b

UNIT 8

3. Word Study Review

A. Possible combinations:

With mòoj, vàš, njèen, òvaaj: òtac, àuto, bràt, lijèčniik, bènzlin, hòteel, sùprug

With mòja, vàša, njèena (*all but* sùpruga!), òvaa: ròba, bólničaarka, màpa, bagaáža, kćli, sùpruga

With mòju, vàšu, njèenu, òvuu: pšènicu, kćèer, kùću, bólnicu, màajku

With mòje, vàše, njèene, òvee: clpele, gùme, sllke, sòbe

With mòje, vàše, njèeno, òvoo: sljeno, lme, mlijéko, dijéte, bùre, žlto

With mòji, vàši, njèeni: ròditelji

With vàšega, òvog: slina, mùuža, sùpruga, ljječniika

With òvom: mùzeju, mèesu, uúglu

With òvooj: kùći, bànci

The Group should not be expected to have used *all* these but certainly most of them.

B. 1. bagaážee
2. clpele
3. čàja
4. òvaa
5. Vàš
6. benziína
7. gràad
8. Òvaa
9. Jèdan
10. Òvoo

4. What Would You Say?

1. b 2. c 3. c 4. b 5. b 6. b

UNIT 9

3. Word Study Review

A. 1. mèesa
2. vèčeru
3. ràta
4. kòd vaas
5. pòvrćem
6. vàšu kàfu
7. jànjetinoom
8. Skòplja
9. katedraálee
10. kvaliteétee
11. bólnicu
12. na vrijéme
13. bólnici, svòjoom sùprugoom
14. vàma

B. 1. nàadjem
2. nàšli
3. jèli
4. sam žèlio, su ìmali
5. Donèsite
6. Jèo sam *or* Jàa sam jèo
7. da jèdeete
8. ste mi dònijeli
9. Vjèrujte mi
10. bi vòlili

4. What Would You Say?

1. c 2. b 3. b 4. b 5. b 6. b

UNIT 10

3. Word Study Review

A. 1. c 3. b 5. c 7. b 9. c
2. a 4. c 6. a 8. b 10. b

B. 1. sînovi
2. tȉi
3. svȅršiiš, razgòvaaraamo
4. tȉ
5. kod tèbe
6. drùgoom
7. òtišao
8. nȉje vòlio
9 nîsam iznaȁjmio
10. vàšŭh
11. Òvaaj
12. òvuu
13. crȅrne
14. Ònaa *or* Tàa
15. pròstran
16. oproóbati
17. nòsiti
18. drùgoo
19. òvoom
20. srèdnjii

4. What Would You Say?

1. b 2. b 3. c 4. b 5. b

UNIT 11

3. Word Study Review

A. 1. vòzom, avioónom
2. òvaa
3. mòju
4. crȑne, svijétli
5. vèlika
6. vàšiim
7. dòbar
8. mjèseeca
9. òstati, gòspodjoom
10. dòbrog

B. 1. zèlene
2. ìzložene
3. tòplo
4. vèlikih
5. dòbroom
6. svàkooj
7. čistii
8. znàmenitu
9. drùgiim
10. pŕvooga, pŕvog
11. pŕvog, pŕvooga

4. What Would You Say?

1. a *or* c 2. b 3. b 4. b

UNIT 12

Section A — Understanding Serbo-Croatian

The following are the answers to the true-false questions:

I

1. T	6. F	11. F	16. T
2. T	7. T	12. T	17. T
3. F	8. T	13. F	18. F
4. F	9. T	14. F	19. T
5. T	10. T	15. T	20. T

II

Conversation 1	Conversation 4	Conversation 6
1. F	1. F	1. T
2. F	2. T	2. F
3. T	3. T	3. T
4. T	4. T	4. F
5. F	5. T	5. T
	6. F	

Conversation 2	Conversation 5
1. F	1. F
2. T	2. T
3. T	3. F
4. F	4. T
5. F	5. F
	6. F
Conversation 3	7. T
1. F	8. F
2. F	9. F
3. T	10. F
4. F	
5. F	

Section B — Putting It Into Serbo-Croatian

I

1. Jàa sam čùo da imaate dvìje sòbe za iznaájmiti.
2. Jèste, jàa imaam dvìje dòbre i pròstrane sòbe.
3. Jè li bànja ùvjek čista?
4. Náravski, i ùvjek ćete imati tòplee vòdee.

5. Mìsliim da je tòo màlo prèskuupo.
6. Vli mòžete zaùzeeti sòbe dànas ako žèliite.
7. Hvaála vam, jàa ìdeem da donèseem mòju ròbu.
8. Mli žèliimo iznaájmiti sòbe nèdeeljno.

II

1. Dòbro jùtro gospòdine, ìmaate li benzìna?
2. Kòliko litaaraa žèliite gospòdine?
3. Bènzìin je vrlo teéško dòbiti poslje ràta.
4. Pròdajete li oóvdje ùlje takoódjer?
5. Jè li bènzìin jeftìnijii u Amèrici?
6. Êvo vam ràčuun za čètiri stòo pedèseet i šèest dìnaaraa.
7. Sàd je svè u reédu gospòdine.
8. Pedèset litaaràa blće (*or*, blti će) mi dòsta do Skòplja.

III

1. Mòliim vas, rècite nam šta ìmaate za vèčeru.
2. Ìmaamo pèčenuu gòvedinu i svìnjetinu, zèlenii gràh, krùmpiir i salaátu. (*or*, pèčenee gòvedinee, *etc.*).
3. Mòliim vas, donèsite nam pèčenuu jànjetinu, kùvaanii krùmpiir, salaátu i kàfu.
4. Nìíste mi dònijeli vìlicu gospòdine.
5. Ôvaaj tànjiir nìje bàš tàkoo čìst.
6. Žèliite li cèrnii pšènični hljèb?
7. Jàa bi žèlio nèšto slàtko ili màlo vòća pòslje vèčeree.
8. Mli ìmaamo plu od jàbuukaa, sìra, pèkmeza.

IV

1. Zàšto da tròšiiš (*or*, tròšiite) nòvac (*or*, nòovce) kad ìmaaš (*or*, ìmaate) dòsta kòšuuljaa.
2. Zàšto nè bi kuúpio ròbee ako nèemaam dòsta.
3. Kòjii bròoj odijéla nòsiite?
4. Pògledaaj (*or*, pògledaajte) čàrape i maášne na ònoom astaálu.
5. Mòliim donèsite dvàa ili trli odijéla da ih òproobaam.
6. Kàko vòliite (*or*, vòliiš) òvoo odijélo?
7. Mli takoódjer ìmaamo dòbre šešíre oóvdje.
8. Ôvaaj pàas mi se dòpadae vrlo dòbro.
9. Mòliim dàajte mi dvìje kòšulje i dvìje od òviih màramiicaa.
10. Kàpuut ti (*or*, vam) stòjii kao prišlven.

V

1. Jàa bi žèlio nèkee informaácijee o avloonskiim poduzećima.
2. Vàše pòštanskee regulaácije mi nísu pòznaate.
3. Mòliim dàajte mi dvaádeset i dvîje pòštanskee dòpisnice.
4. Pòslao sam mnògo stvaárii kùći prošlog mjèseeca.
5. Žào mi da vam nè mogu udovòljiti.
6. Jàa mòoraam pòslati tèlegraam (*or*, brzojaav) òdmah u Amèriku.
7. Mîi garantîiraamo da će pòšta doóći na òdreedjeno mjèsto.
8. Nè priimaamo pakeéte uòpšte sàda.
9. Vîi ćete mòći pòslati svè što žèliite za nèkoliko daánaa.
10. Doódjite òvaamo îduućee nèdeljee i jàa ću vam kaárati ò tom màlo vîšee.

Section D — Putting It Into Serbo-Croatian

I

1. Mòliim dàajte mi trîi màrke po pèet dînaaraa.
2. Òni îmajuu dîivnee ròbee o[illegible]
3. Jèo sam jùtroos ràno ali (*o*[illegible] jòš glaádan.
4. Kòliko stòjii bùre benzîna?
5. Izvòlte pògledati sòbe.
6. Òni su bîili vèoma zàdovoljni sa stvaárima kòje sam pòslao prošlee nèdeljee.
7. Îmaate li vèlikoo oglèdalo?
8. Mòliim vas gospòdine, donèsite mi nòož i kàšiku.
9. Dòbio sam pèet stòo lîtaaraa jùčeer.
10. Mîi ćemo se zadovòljiti sa dvîje sòbe zà sada.

II

1. Dà li moguúće vîi îmaate jòš jèdnu sòbu praáznu?
2. Dà li je òvaa plta dòmaaćaa?
3. Nàše sàobraćajne vèze sa Amèrikoom su vèoma ogràničene.
4. Svuúcite vàše stàaroo odijélo i obuúcite jèdno od òviih.
5. Sàmo pîtaajte što žèliite.
6. Mòžete li mi dònijeti jòš komàdić jànjetinee?
7. Mòliim požuúrite, jàa nèemaam vrèmena.
8. Èvo vam pîsluk i hlâče gospòdine.
9. Pòšto je lîtra benzîna?
10. Za kràtkoo vrijéme nèećete îmati tòplee vòdee.

III

1. Hàjdemo ù graad da ràzgleedaamo odijéla u proózorima.
2. Bùdite tàko dòbar pa nam donèsite što ìmaate.
3. Jè li òvoo čìstii bènziin?
4. Nè, òvaaj bènziin je pòmiješaan sa petròuljem.
5. Štà ste pìli za dòručak (*or*, kod dòručka).
6. Jàa ću tòo òdmah pòpraviti.
7. Kòliko bi stàjalo da pòšaljem lìist avioónom mòjoj obìftelji u Nèv Jorku?
8. Tòo je òbičnaa cijéna sòbee u òvoom preédjelu gràada.
9. U hoteélu je prèskuupo i zàto mìi tràažiimo sòbe za iznaájmiti.
10. Tòo je svè što ìmaam zà sada.

IV

1. Kàkovaa je òvoo mjèšavina?
2. Kàd vèć nè mogu slàti òvee stvàari, mògu li pòslati nòvac?
3. Òvaa manufaktùurnaa raádnja mi ìzgleedaa dòbro.
4. Jèsu li mòje gùme dòbre?
5. Nìíste mi kaázali kòliko tòo svè skùpa stòjii.
6. Jàa sam žèlio màlo pèćenee jànjetinee, zèlenog gràha, krùmpiira i mlijéka.
7. Ìmajuu dòsta vòdee.
8. Zar neémaate svìnjetinee?
9. Dàti ću vam svàkuu sòbu za sedamdèset dìnaaraa nèdeeljno.
10. Náravski jèsu!

V

1. Kòjii bròoj čàraapaa nòsiite?
2. Zar neémaate drùgog mèesa osìm svìnjetinee?
3. Tòo je svè što mi trèbaa.
4. Kàko stòjiite sa slaánjem prepòr[illegible]eniih lìstoovaa?
5. Èvo vam ràčuun za sèdam stòo dìnaaraa.
6. Jèsu li vàše kćèri kòd kućee sàda?
7. Mìi gòvoriimo o sèlima u Srbiji.
8. Žào mi je, mìi nèemaamo nìšta òd togaa.
9. Tàko sam ì jaa mìslio.
10. Jàa žèliim vìdjeti ònoo čìrnoo odijélo što ìmaate ìzloženo u proózòru.